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ABSTRACT

Fact sheets on the general education system and education for librarianship are presented for 49 countries. The following countries are represented: Algeria, Australia, Austria, Burma, Chile, Costa Rica, Cuba, Denmark, Ecuador, Ethiopia, Germany, Ghana, Guatemala, India, Indonesia, Iran, Iraq, Israel, Italy, Jamaica, Japan, Jordan, Korea, Kuwait, Latin America, Lebanon, Libya, Mexico, Morocco, Nigeria, Pakistan, Panama, Paraguay, Peru, Philippines, Saudi Arabia, Sudan, Syria, Taiwan (Formosa), Thailand, Tunisia, Turkey, United Arab Republic, United Kingdom, Uruguay, Venezuela, Viet Nam, West Africa, Yemen. (A related document is LI 004193.) (SJ)

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INTERNATIONAL LIBRARY MANPOWER
EDUCATION AND PLACEMENT
IN NORTH AMERICA.

ALA Preconference Institute.
Detroit, Michigan
June 26 - 27, 1970

EDUCATION FOR LIBRARIANSHIP:
COUNTRY FACT SHEETS.

LI 004 194

EDUCATION FOR LIBRARIANSHIP

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Education and Placement in North America"
Detroit - June 26-27, 1970

Education for Librarianship-ALGERIA (Incomplete)

BACKGROUND INFORMATION

1. Population -- 12,540,000

2. Compulsory Education -- Age Limits 6-14

3. Duration 8

4. Entrance Age 6

5. School Enrollment Ratios

   Unadjusted School Enrollment Ratios:

   A. First Level 43

   B. Second Level 11

   C. First and Second Levels 34

   Adjusted School Enrollment Ratios:

   First and Second Levels 39

6. Education at Third Level (1966)

   A. Teaching Staff --

   B. Students 8,503

   C. Number of students per 100,000 inhabitants 70

7. Libraries

Libraries	(1964)	Volumes
A. National	1	653,000
B. University	1	500,000
C. School	75	40,000
D. Special	12	43,000
E. Public	16	61,000

UNESCO Statistical Yearbook 1968. Paris, 1969

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Education for Librarianship -- AUSTRALIA
Fact Sheet prepared by Norman Horrocks

Primary and Secondary Education

Compulsory for all children between ages 6 - 15, except in Tasmania where the leaving age is 16. Those who wish to continue their education stay at secondary school until ages 17 or 18 when they sit their final examination. A good pass in this generally qualifies a student for admission to a university, college of advanced education or teachers' college.

Advanced Education

There are fifteen universities and one university college. Librarianship is taught at only one institution--the University of New South Wales. This is a graduate school and successful completion of a one-year program leads to the award of a Diploma in Librarianship. Graduates with an approved qualification in librarianship such as the Diploma, may proceed to a Masters in Librarianship. The Masters program is made up in part by course work and in part by thesis. In general, an Australian bachelor's degree is completed in three years at "ordinary" level; an "honors" degree takes four years. The university year is 30 weeks, from March to December. There is no equivalent of the American "liberal arts" college or junior college.

Each major city has a college of education, institute of technology or technical college. Their declared aim is to provide a wide range of courses at different levels. The highest level is that of Diploma which is awarded by the teaching institution but which is often accepted by professional bodies for membership. Admission standards for diploma courses are usually those for university admission and official government policy is that these institutions should be regarded as "different from, but not inferior to, the universities." Full-time schools of librarianship now exist in Canberra, Melbourne and Sydney. Similar schools are planned for Perth, Adelaide, Hobart, and Brisbane; i.e., the Federal and each State capital will have a school of this kind. The pattern seems to be emerging that these will be three-year diploma courses combining librarianship with other subjects and taken by non-graduates. These same schools will probably offer one-year diploma courses open to graduates.

Part-time courses in librarianship are also offered in a number of centers to prepare students for the centrally-administered examinations of the Library Association of Australia. These examinations are held annually; the instructors and the examiners are usually practicing librarians. Examinations are held in seventeen subject fields and normally nine must be completed to qualify as an Associate of the Library Association of Australia (A.L.A.A.) and be entered on the register as a professionally qualified librarian. The A.L.A.A. may be obtained with a specialization in either librarianship or archives, although certain "core" courses are basic to both programs. To enter for the examinations, a student must be at the educational level which would gain him admittance to university. In addition to passing the required examinations, a person must be 21 years of age with at least three years of experience and/or training in a library or archival institution approved by the Board of Examiners.

The Library Association of Australia will admit to its Register those who passed the nine examinations and those who obtain a Diploma from approved full-time schools of librarianship. All are regarded as Associates. In addition, the Association awards a diploma of its own for an approved thesis. The Association also awards a Fellowship (F.L.A.A.) on the recommendation of the Board of Examiners for "distinguished contribution to the theory or practice of librarianship."

There are 34 Teachers' Colleges fun by the State Education Departments. These have close links with the Universities. For teachers at primary level a two or three year program is undertaken; for secondary schools a teacher will normally follow a four-year program combining a degree and a diploma in education. In some teachers' colleges there are courses in school librarianship. Towards the end of 1969, an Australian School Library Association was formed which may affect future developments in this field.

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Education for Librarianship-AUSTRIA

Fact Sheet prepared by J. Periam Danton

Austria has a highly developed educational system which, like that of Germany, is essentially of four levels: primary, secondary, tertiary, and university. The tertiary level, education in the "gymnasium", terminates at the end of about the American sophomore-year, or junior college level. University education is almost universally required for the highest level positions in all professions, including librarianship. Such positions are, however, a minority of all professional posts in almost all libraries, and are largely concentrated in academic and scholarly libraries--national, state, and university.

Although Austria has no library school, the standards for library education and professional employment in the scholarly libraries are very high. As in Germany, there are two classes of professional employees. The requirements for the "higher service" are, first of all, a doctor's degree in an academic subject field, followed by one and three-quarters years of intensive in-service training, the last six months of which are in the National Library in Vienna. Courses are given by senior librarians of its staff and the staffs of a few other libraries. The candidate must then pass a series of four comprehensive examinations, three written and one oral, covering the subjects of paleography, bibliography, cataloging, library administration, library law, organization of knowledge, history of literature, and reference work. He must have a knowledge of Latin, English and French; either Spanish or Italian; and either Greek or a fourth modern foreign language. Successful candidates are eligible for appointment as department heads and subject specialists in scholarly libraries, and the most competent and successful eventually become assistant librarians and librarians.

In their capacity as subject specialists, the members of this professional class are responsible for collection-building in their subject fields, and select, order, and classify books, both current and retrospective. The routine activities connected with all but the first of these processes, and most cataloging, are performed by the second group of professional employees.

Again, as in Germany, the requirements for admission into this class are generally graduation from the "Gymnasium" or other "high school" -- roughly equal to the French lycée or the American junior college--followed by an almost identical in-service training and course program except that the members of this class do not intern in the National Library, and the examination is not so comprehensive.

The education and status of personnel in the many hundreds of public and popular libraries are far less satisfactory. Most cities and towns have little or nothing in the way of in-service training programs and there are almost no opportunities for employees or prospective employees to take courses. Graduation even from the Gymnasium is generally not a requirement. The situation in Vienna is somewhat better than elsewhere. There gymnasium graduation, though not a firm requirement, is held to be desirable and employees of the public library system receive, during working hours, part-time instruction totalling about 250 hours over a period of a year, in the Central Library.

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Education for Librarianship-BURMA
Fact Sheet prepared by Paul Bixler

Educational System

Education has been on the upswing in the 1960's. All schools are now government controlled. In 1964 higher education was placed under a directorate within the Ministry of Education; students are assigned to particular schools or institutes, and librarians and teachers are civil servants. (Burma's population: 26 million).

Primary schools (grades, or standards, 1-4) in 1968 enrolled 2.8 million pupils -- a growth of a million since 1962.

Middle schools (grades 5-8) in 1968 enrolled a half million pupils.

High schools, including technical schools, enrolled about 300,000 pupils.

In higher education there are 2 universities, 5 intermediate colleges, one workers' college (adult education), and 10 institutes for professional or technical training. Total enrollment - 40,000 students. Since 1964 the government has emphasized "an educational system equated with livelihood" (result: more technical training).

Education for Librarianship

Burma has no library school. There are an estimated 30 professional librarians in the country, all trained abroad (Ireland, England, the United States, India, Australia). Professional librarians at the University of Rangoon have recently conducted at least two seminars of a month's length for library trainees in the system of higher education. In 1968 a public library, Sarpay Beikman, sponsored a library seminar (somewhat like an extended national library conference) attended by some 90 practicing Burmese librarians.

Other professions fare better in their education. Receiving most attention is medicine, with three institutes for medical education and research plus a fourth for medical technology. Libraries of these institutes are small, yet they have recently inaugurated among themselves the nation's first example of library cooperation.

Literacy and Language

In the 18th century Burma had one of the world's highest literacy rates, but during the British colonial period English supplanted Burmese in government use and in schools and libraries beyond the primary grades (few such libraries were established). Today there are few school libraries, and despite government efforts to improve literacy, public libraries languish. Special and academic libraries predominate.

A current major problem lies in the anomalies that exist in the use of Burmese and English for learning purposes. Books in English outnumber those in Burmese in every library of any moment except those few devoted to the study of Theravada Buddhism; but with English relegated to a receding secondary place, students have little facility in using such collections. Burmese is now used verbally in all classes up through advanced professional classes, and Burmese textbooks are available in the lower grades. On advanced levels, however, the resources of both language and publication in Burmese have been unable as yet to supply adequate materials in translation or original writing for research or professional work. Language factors constitute a basic restriction on much library use.

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Detroit - June 26-27, 1970

Education for Librarianship-CHILE

Fact Sheet prepared by Carmen Rovira

Population 9,351,000 Capital: Santiago

Educational Structure

Primary education, 6 years; secondary education divided in 2 cycles: first cycle of 3 years common to all, and second cycle of 3 years leading to the degree of "Bachiller" for those planning to enter higher education. The institutions themselves are called "liceos" or "colegious". Other vocational, technical, teacher-training institutions, etc., exist at the same level.

Higher education. There are 8 universities, 2 or them state-supported, and 6 private, with some financial support from the government. The largest is the University of Chile in Santiago, with branches in Antofagasta and Valparaíso, and regional colleges in 5 provincial cities. Professional degrees in most fields are granted after 5 or 6 years of study, except for medicine which takes 7 years, Some Schools attached to Faculties have curricula lasting from 3 to 4 years, among them library science and journalism. The other universities (2 in Santiago, 2 in Valparaíso, and one each in Antofagasta, Concepción and Valdivia) offer a more limited choice of studies, and none of them teaches library science. All universities have academic, administrative, and financial autonomy.

Education for Librarianship

The only library school in the country is the School of Library Science in the Faculty of Philosophy and Education of the University of Chile, created in 1949. Requirement for admission is graduation from the "Bachillerato." The curriculum adopted in 1961 provides for a 3-year program, the first and second devoted mostly to general subjects. Four professional courses are also taken during the second year, and seven during the third year. The academic year lasts nine months. After completion of the course work and six-months internship in a library, candidates receive the degree of Librarian. For several years plans have been under discussion to add a fourth year of study and a dissertation, leading to a degree of "Licenciado". This plan may have been put into effect in 1969.

The regional colleges in Antofagasta, Temuco, and Valparaíso have conducted temporary library courses, with the same curriculum as in Santiago, mostly for the training of local librarians.

Brief Comparison with other Professions

The librarian is considered to be above the primary teacher, about the same level as the social worker, but on a lower level than lawyers, physicians, engineers and secondary school professors.

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Education for Librarianship-COSTA RICA
Fact Sheet prepared by Carmen Rovira

Population 1,640,000 Capital: San José

Educational Structure

Primary and secondary education are free, and are under the jurisdiction of the Ministry of Education. Primary education lasts 6 years. Secondary Education is divided into a 3-year basic cycle common to all, and a second cycle of 4 years for those planning to enter higher education. This last cycle is called "Bachillerato en ciencias y letras" and is required for admission in the University.

Higher education. The University of Costa Rica is the only institution at this level in the country. It is autonomous, but the Minister of Education is a member of the University Council, to establish a line of communication with other levels of the educational system. All university students take the first two years of general studies at the Faculty of Sciences and Letters. To obtain a professional degree, 5 to 7 years of study are required. The University has Faculties of Sciences and Letters, Agriculture and Engineering, Economic and Social Sciences, Law, Education, Pharmacology, Civil Engineering, Medicine, Microbiology, and Odontology.

Education for Librarianship

Studies had been carried on since 1962 about the possibility of establishing a permanent library school in Costa Rica, to serve all of Central America. Some short courses had been given from time to time. A Library School was finally established as part of the Faculty of Education, to begin courses in March 1968. The three-year course of study is based on the recommendations of the in-depth survey of library education in Latin America carried out at the Inter-American Library School in Medellín, Colombia, and includes both general and professional subjects. The curriculum could be expanded later up to 5 years, for graduate study. The school has not yet granted any degrees.

Brief Comparison with other Professions

As in other countries, the profession has not reached the level attained by teachers, or even other new professions such as social workers, and most librarians are considered as clerical workers. Hopefully, the new library school will change this.

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Education for Librarianship- CUBA

Fact Sheet prepared by Carmen Rovira

Population 8,100,000 Capital: Havana

Educational Structure

Primary education: lower primary, 6 years; upper primary, 2 years (academic or vocational). Secondary education: "Bachillerato" (5 years) for those planning to enter the university; Normal Schools (4 years), etc.

Higher education. The University of Havana, with its 13 Faculties, was the only university in the country until 1949, when two other official universities were created. In 1950 the existence of private universities was recognized, with some limitations. The Universities enjoyed complete educational and administrative independence, and the central government had no part in their functioning.

Education for Librarianship

The University of Havana began offering library courses in its Summer School, from 1946 to 1952. Six-week intensive courses during 3 summers, plus a thesis, led to a diploma of library techinque, and the curriculum contained professional subjects only. In 1950 a permanent library school was opened as part of the Faculty of Philosophy and Letters, with a 4-year program leading to the degree of Librarian and a 2-year course to the degree of Library Assistant. Most of the general cultural courses were taken at the Faculty of Philosophy and Letters. Graduates of that Faculty (and later of any other Faculty in the University) could enter the Library School directly at its fourth year, containing the professional subjects. Students with a secondary school diploma of "Bachiller had to take the full two or four-year curriculum. In 1959 practicing librarians without a secondary school diploma were admitted to work towards the degree of Library Assistant. After 1960 there are no reliable data on the university library school, and most library training in the country is being given in short courses.

Another library school in Havana, the Cuban School for Librarians, was organized in 1950 and attached to the library of the Sociedad Ecónomica de Amigos del País. It consisted of one year of study, divided in two semesters, and granted the degree of Technical Assistant in Librarianship to those who did not have a secondary school diploma, and Bachelor in Library Science to those who had a secondary school Bachelor diploma. The curriculum was the same for both. The school was closed by the government in 1959.

Brief Comparison with other Professions

Although on paper the Library School at the University of Havana was a 4-year school following graduation from secondary school, it became in fact a post-graduate or 5-year school because up to 1959 all of the students enrolled for the degree of Librarian had previously had 4 years of university studies at the Faculty of Philosophy and letters or the Faculty of Law, and were able to complete all requirements for graduation from the Library School in one year, plus proficiency tests in English and French, and a thesis. The Cuban School for Librarians cannot be considered at the university level, although a number of its graduates also held university degrees in Philosophy and Letters.

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"INTERNATIONAL LIBRARY MANPOWER:
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Education for Librarianship-DENMARK

Fact Sheet prepared by Fredric Mosher

Educational Structure

Primary education in Denmark begins at age 7 and lasts 9-10 years. Qualified students then enter the gymnasium, which prepares them in 3 years to pass the matriculation examination (studentereksamen), which qualified those who pass to enter a university or one of several higher schools of specialized instruction, such as librarianship. Passing the studentereksamen is roughly equivalent to completion of the first two years (lower division of an American four-year college).

Education for Librarianship within this System

Education for librarianship in Denmark is concentrated solely in one institution, the Royal Danish Library School at Copenhagen, with the exception of the preparation of school librarians, who are educated at the Royal Danish School of Educational Studies and must be professionally qualified teachers. The Danish Library School's primary function is the education of public librarians, who spend a total of four years under the supervision of the school before they are professionally qualified. One year or twelve months of this total is spent working in libraries. The remaining three years are spent at the school in study, examinations, and the preparation of a thesis.

The plan is roughly this: (1) one year of instruction in reference, cataloging and classification, communication theory and history, library organization, and the literature of basic subject fields; (2) a half-year of paid practical work in a public library; (3) two years of instruction in bibliography, literary history, organization of knowledge, and subject literature, part of which program is specialized and provides an opportunity for students to select specialties according to their interests and capabilities; (4) a seven-months' term (included in the two-year period above) of unpaid library work in some kind of library selected for the student by the school to provide experience in the student's specialization; (5) a final semester of library education at the school during which the thesis must be submitted and accepted and a comprehensive oral examination on librarianship and an oral examination on one of nine specialized subjects passed.

University or research librarians in Denmark usually are holders of a university degree in a subject specialty and are appointed as librarians without any professional training. Since 1956 the Danish Library School has had the responsibility of providing professional training for reasearch and university librarians after they have been appointed. New appointees are required to register for and attend a certain number of a series of lecturers at the library school, but there are no examinations or other compulsory devices to ensure learning. A new program for educating both librarians and what were called library assistants in research and university libraries is being planned. The courses for public librarians and for research/university librarians have been completely separate.

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Education for Librarianship-ECUADOR
Fact Sheet prepared by Carmen Rovira

Population 5,695,000 Capital: Quito

Educational Structure

Elementary education, 6 years (3 cycles of 2 years each). Secondary education: first basic cycle of 3 years, and a second cycle of 3 years, divided in 3 special types of study: Humanities, technical-professional, and normal schools. Students in the humanities curriculum go on to the university.

Higher education. The country has 9 universities, 7 of them are maintained by the government with public funds, and 2 are private (Catholic). All of them have academic and financial autonomy. They are organized into Faculties, and each of them has several Schools and Institutes.

Education for Librarianship

There are no library schools in the universities located in the capital city of Quito. The University of Guayaquil has a Library School as part of its Faculty of Philosophy, Letters, and Education. It was created in 1952 and has always functioned very irregularly .and been closed on several occasions for lack of students. The course of study lasts 2 years, the faculty consists of the University librarian for all the professional subjects, and other university professors for cultural subjects. Only a handful of students have graduated.

Some in-service training courses have been given in Quito, especially during 1966 and 1967, both at the Central University and the Catholic University.

Brief Comparison with other Professions

With the return to Ecuador of some foreign-trained librarians, the library profession is beginning to be recognized as such. The Library School at Guayaquil does not seem to have any influence on the development of librarianship in the country, and its standards seem to be lower than those of other professional schools.

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Education for Librarianship-ETHIOPIA

Population

about 23,000,000 of which 600,000+ are in Addis Ababa

Educational Structure since 1941

More than 1,600 government schools - 400,000 students
Schools of the Ethiopian Orthodox Church
Other Missionary schools ------------- > 150,000+ students
Four-year teacher training institute of secondary
  level in Harar
Military Academy
Naval Academy
Air Force School
University of Asmara (Italian university)
Haile Selassie I University, with extension centers
  in four cities -- 3,000+ students

Education for Librarianship

Minor in Library Science - for Teacher-Librarians

2-year program at Haile Selassie I University, offered by Faculty of Education

Diploma in Library Science - for "Junior Librarians"

2-year program at Haile Selassie I University, offered by Extension Department in evening courses

Other Professional Education

Several professional programs at Haile Selassie I University:

2-year bachelors:	Social Work, Law
5-year bachelors:	Agriculture, Education, Business Administration, Theology
6-year bachelors:	Law, Architecture, Pharmacy

University of Asmara:

Bachelors in Law, Architecture
Masters in Education, Law
Doctorates in Arts, Law and Commerce, Geography

A REVIEW OF THE CURRENT STATE OF LIBRARY EDUCATION IN ETHIOPIA

(Remarks Presented at the Institute on International Library Manpower,
Detroit, Michigan - June 26, 1970)

Lester Asheim

Formal training for library work is a very recent development in Ethiopia. When I last visited there, in 1965, there was none - although Dr. C. P. Shukla of India, a UNESCO expert, had been appointed to the Faculty of Education of Haile Selassie I University to explore the need and suggest solutions. When my invitation to participate in this program came, I wrote to Mrs. Rita Pankhurst, the Librarian of Haile Selassie I University and the Overseas Representative on the Ethiopian Task Force for this Committee, for more current information, but no answer has been received as of this date. What little I can report here is based upon a short account by Dr. Shukla in the November 1966 UNESCO Bulletin for Libraries.

The first training program for librarians was begun in 1966 at Haile Selassie I University as part of the Secondary Teachers Training Project under the United Nations Development Program executed by UNESCO. The Program is a regular part of the University's academic offerings, and is carried out by the Faculty of Education in close cooperation with the University Library. Two undergraduate curricula are offered. One, providing a "minor in library science" especially designed to prepare teacher-librarians; and one, a "diploma in library science", offered in the evenings under the administration of the Extension Department of the University and meant to prepare junior librarians.

There may be a continuing need for the teacher-librarians' program, since the development of elementary and secondary schools is a major goal of the Ministry of Education, but how long the demand for "junior librarians" will continue is hard to predict. There is virtually no public library service in Ethiopia, and a limited number of institutions of higher education. Thus the school libraries are the most practical market for trained library personnel. There was a "heavy" initial demand from various libraries in Addis Ababa at the time of the Program's initiation, but once the need in Addis is filled, Dr. Shukla does not anticipate that subsequent years will justify an enrollment as high as the twenty-eight persons in the first year of the program.

The "minor in library science" designed for teacher-librarians, consists of nine topics: school library organization, school library administration, classification, cataloging, bibliography and book stock, reference service and assistance to readers, introduction to the language and literature of Ethiopia, literature on Ethiopia, and juvenile literature. The diploma course consists of studies in three groups of subjects. The first is a group of required professional courses (i.e., a core program) consisting of library organization and administration, classification, cataloging, bibliography and book selection, and reference service and assistance to readers. The second consists of one course to be selected from a group of courses in the literature of a special field. The third consists of courses of general education.

It is not possible from this limited description in Dr. Shukla's article to state anything definite about the equivalency of these programs with ours. A key question, which I can't answer, would have to be one about the equivalency of Ethiopian education in general rather than the equivalency of the professional or vocational training represented by these programs. For example, what is the equivalent level, in American terms,of an undergraduate program in the University? My guess is that it might be roughly comparable to our programs for library technical assistants. Even in Ethiopia, the graduates of these programs are seen as "junior librarians". All of the professional posts (in our terms) are held by expatriates from other countries, or Ethiopians (very few) who have been educated abroad.

How soon it will be feasible for Ethiopia to develop a program of professional education in librarianship is a question. Given the level of literacy (outside of Addis illiteracy still stands at about 90%), and the limited amount of publication in Amharic, the language of the country, the need for libraries is secondary to the need for a literacy campaign and a stepped-up program of local publication. Library development should be seen as a concurrent activity to support and supplement these other developments, but cannot very logically precede them. For the time being, professional library education will probably continue to be sought overseas until a sufficient market for qualified professionals can be identified to justify support of a full professional program of library education in Ethiopia itself. Meanwhile, the training programs now in effect are meeting an immediate need, and may well form the base on which the advanced programs can eventually be established.

LA/mp

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Education for Librarianship-ETHIOPIA
Bibliography prepared by Lester Asheim

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Education for Librarianship-GERMANY

Fact Sheet prepared by J. Periam Danton

Germany, of course, has a very highly developed educational system, essentially of four levels: primary, secondary, tertiary, and university. Education is free and compulsory through the secondary level and literacy is 100 percent. The tertiary level, the "Gymnasium," terminates at the end of about the American sophomore-year or junior college level. The university education typically and generally leads to the doctor's degree, but there is now a number of master's level programs and these are slowly increasing. A university education, and a doctor's degree are almost universally required for the highest level positions in all professions, including librarianship. Such positions are, however, a minority of all professional posts in almost all libraries, and are largely concentrated in the academic and scholarly libraries.

There are ten library schools and two levels of library education in West Germany. The first, or lower level, requires completion of the Gymnasium, or the approximate equivalent, for admission, is a program of a full academic year, plus a year of directed practice work, and produces the "Diplombibliothekar," the most numerous class of professional workers. Such a person has the equivalent of a U. S. library school education, but lacks about two years of general education. The upper level--obtainable only at the library schools at Frankfurt, Cologne, Munich, and Hamburg--requires for admission the possession of a doctor's degree, entails a year of library school education, a year of supervised internship, and the passing of at least one state examination, among other things. This is obviously professional education at a high level, but, as just noted, those who possess it are a distinct minority of all professional staff members. The typical university library, for example, would probably have only between eight and twelve such staff members.

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EDUCATION FOR LIBRARIANSHIP - GHANA

Fact Sheet prepared by

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GHANA

Background - Formerly the Gold Coast and British Togoland.
Became an independent nation in the British Commonwealth in 1957 and a republic in 1960.
Capital - Accra.
Area - 92,100 square miles.
Population - 8.4 million (mid-1968 estimate); almost entirely African.
Urban population - 20%
Ethnically the people are Sudanese Negroes with some Hamitic mixture.
Language - English is the official and commercial language. There are 50 native languages and dialects.
Literacy - 25% (1965 estimate)
Expenditures for Education fiscal 1967/68 - Current - 74,000,000 (US$)
Capital - 10,000,000 (US$)

Primary and Secondary Education

A ten year plan for educational development was started in 1946 with an emphasis on primary and middle schools. The plan was accelerated in 1951 and emphasis was placed on the development of secondary education. In 1956, government primary and middle schools were transferred to local authorities. Many of these schools are under contract with local authorities by missionary organizations (mainly Roman Catholic, Methodist, Presbyterian, Anglican).

The school system is based on an 8 year elementary and 4 year secondary program with pre-school education available between ages 4-5. English is the language of instruction on all levels. Compulsory education is limited to those between the ages 5-13 and is for the duration of 8 years. Entry age for the elementary program is 5. About 70% of Ghanaian 10 year olds are enrolled in elementary school. At the close of the elementary program students take the Common Entrance Examination (West Africa Examinations Council), a requirement for admittance to the 4 year secondary program. Attendance in the secondary schools drops to about 27% of the population between the ages 13-19.

Advanced Education

There are three institutions of higher education in Ghana. They are all state controlled. Their graduates per annum number 1 per 10,000 population. Degrees awarded are the B.A., B.Sc., M.A. and M.Sc. Candidates for the doctorate must study abroad. An overwhelming majority of diplomas awarded are in the field of education.

The University of Ghana at Legon, near Accra was founded in 1958 as the University College of the Gold Coast. It was in special relationship with the University of London and awarded London degrees. The college was raised to university status in 1961, became independent of the University of London and now awards its own degrees.
No. of teachers - 350
No. of students - 2,445

The University of Science and Technology at Kumasi was founded as Kumasi College in 1951 in special relationship with the University of London. The college was raised to university status in 1961 and is now independent of the University of London.
No. of teachers - 250
No. of students - 1,394

The University College of Cape Coast was founded in 1961 in special relationship with the University of Ghana. Its primary purpose is to produce graduate teachers in arts and science subjects for the secondary schools, teacher-training colleges, polytechnic and technical institutes of Ghana.
No. of teachers - 163
No. of students - 1,147

State supported higher education below the university level is available in teacher training colleges, nurses training colleges and technical institutes. Admittance is based on entrance examinations. The duration of the courses varies, though many are two year programs. At graduation, students are awarded certificates in their field of study.

Education for Librarianship

Prior to 1962, almost all preparation for professional librarianship operated within the Library Association framework, i.e. Ghanaian students prepared for the Library Association examinations by correspondence courses, part-time courses in Ghana or by full-time attendance at a library school in the United Kingdom. Almost all were secondary school graduates with some library experience prior to their professional education.

Between 1950 and 1960 seventeen students qualified for admission for the Register of the Library Association as a result of completing a program of study in the United Kingdom and of this number one student had returned for a second year in order to prepare himself for the Final (F.L.A.) Examination of the Library Association.

In 1962, following the Harrison Report (1960), the Ghana Library School was established under the auspices of the Ghana Library Board and in new quarters adjacent to the Central Library in Accra. The primary purpose of the School was to continue to prepare students for the Examinations of the Library Association at the First Professional and Registration (A.L.A.) levels.

In 1965, the School was transferred to the University of Ghana at Legon and the main program was at the undergraduate level with a "major" in library science (B.A. Library Studies). The first graduates of the Department of Library Studies, University of Ghana, emerged in 1967. This undergraduate program was suspended in 1967 and the School has since offered a two-year graduate diploma course (Dip. Lib.). Recent enrollments in this program have been approximately thirty.

A B.A. (Library Studies) or a B.A., Dip. Lib. would probably be permitted to proceed to the F.L.A. (British) on successful completion of the thesis, provided he had resided in the United Kingdom for at least two years.

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Education for Librarianship- GUATEMALA
Fact Sheet prepared by Carmen Rovira

Population 4,864,000 Capital: Guatemala City

Educational Structure

Primary education, 6 years. Secondary education: basic cycle of 3 years (pre-vocational, general), and second cycle of 2 years.

Higher education: The country has 4 universities, one public (University of San Carlos de Guatemala) and 3 private. As in most of Latin America, the universities are autonomous. The normal lenght of most university courses of study is 6 years. The University of San Carlos has the following Faculties: Economics, Legal and Social Science, Medicine, Natural Science and Pharmacy, Humanities, Engineering, Dentistry, The Faculty of Humanities (4 years of study) has a School of Librarianship and a School of Journalism. The other 3 universities are new and rather small.

Education for Librarianship

The Library School at the University of San Carlos was created in 1948, but it has operated irregularly and few students have graduated from it. Its curriculum offers degrees at three levels: Assistant Librarian (3 semesters), General Librarian (6 semesters), and "Licenciatura" in Library Science (8 semesters, plus a thesis). The faculty is composed of 3 part-time professors. Entrance requirements: for Assistant Librarians, completion of basic cycle of pre-vocational secondary education; General Librarian, complete secondary education, or diploma of Assistant Librarian plus 5 subjects taken at the Faculty of Humanities; "Licenciado' in Library Science, secondary education diploma.

Brief Comparison with other Professions

Only in the last few years has the librarian been recognized as a professional.

The diploma in Library Science, although it is professional, has not been recognized as academic; this limits the opportunities for a better social and professional status, and the holds the librarian to a lower level. The degree of Assistant Librarian is clearly at the secondary education level, although given by the University. The General Librarian is also lower than other university professions, and only the degree of "Licenciado" can begin to compare with other university professions.

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Education for Librarianship- INDIA

Fact Sheet prepared by Anindya Bose

India, with her 500 million population, is the largest democracy in the world. Ready access to information helps the people in the meaningful performance of their democratic duties. According to the 1961 census literacy is 24%.

Punjab University was the first to introduce professional training in library science in 1915-16. Madras University opened Summer School in library science in 1933, and in 1937 it started a post-graduate diploma course. Imperial Library at Calcutta started a diploma course in 1935 but it took the University of Calcutta another decade to start a diploma course in library science. Delhi University offers both Degree and Ph.D programs. The State Library Associations offer Certificate Courses primarily for the people working in libraries.

Under the guidance of Dr. S.R. Ranganathan, the Documentation Research and Training Center at Bangalore has been offering training and research facilities in documentation. The Indian Statistical Institute is also active in this area. The Indian National Scientific Documentation Center (INSDOC) is a very important component in the scientific and technical information handling system in India, and plays an important role in maintaining liaison with other countries. Training courses in scientific documentation are offered by INSDOC from time to time.

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Education for Librarianship-INDONESIA
Fact Sheet prepared by Zubaidah Isa

Indonesia, as the fifth populous nation in the world (115 million) has undergone three different educational systems in her history: the Dutch system, the Japanese system, and the present Indonesian system. The educational system that existed during the Japanese occupation (1942-45) was of short duration, and no noteworthy influence of the period is evident in the present system. The existing system, originally based on that of the Dutch, has been gradually modified to a system with national overtones. Indonesia has some 30 local languages and about 200 local dialects. The Indonesian language, Bahasa Indonesia, is the medium of instruction, and it also forms the strongest unifying potential of the nation. Indonesia uses the Latin alphabet. Co-education is the general principle at all levels and kinds of educational institutions, with the exception of some religious schools.

In 1963 Indonesia had an illiteracy level of 18 per cent. The Directorate of Education of the Republic of Indonesia reported that as of January, 1965 Indonesia was free from illiteracy in the 13 and 45 age group. The Department of Higher Education reported in that year that Indonesia's state supervised institutions of higher learning had an enrollment of around 80,000 students.[1]

Two different government ministries have overall responsibility for Indonesia's educational system. The secular public and private schools are administered and supervised by the Ministry of Education and Culture. The Moslem religious schools are supported and supervised by the Ministry of Religious Affairs, but the private religious institutions controlled by Catholic or Protestant organizations are managed by their own authorities. Curricula of all schools, however, must be reviewed and officially approved by the Ministry of Education and Culture.

Elementary education is free, and there have been attempts to make it compulsory. Secondary and higher education is available for every eligible student at a low cost. An outline of the number of years at each level of education is as follows: elementary school, 6 years; junior high school, 3 years; senior high school, 3 years. The number of years of higher education depends on the degree desired. The arrangement is very similar to that of the American educational system, with some minor differences. There are also vocational and technical schools at the secondary level.

Since positions with prestige and power in the government are normally available only to university graduates, enrollment in the college-preparatory general high schools is consequently much higher than at the vocational schools. Higher education can only be pursued after a student has successfully completed the general high school; however, in exceptional cases an outstanding student from a secondary vocational school can go on for a university education by passing certain additional examinations.

Library education started in Indonesia in 1952 as a two-year undergraduate course established by the Ministry of Basic Education and Culture. It was primarily meant to train library staff of government agencies in Djakarta, who had at least a high school diploma. A certificate was given at the end of the two-year course.

In 1959 the course became a school, and the period was extended to two and a half years, and later to three years. It was still an undergraduate program, however. In 1961 the school became a part of the University of Indonesia as the Division of Library Science under the School of Education (Djurusan Ilmu Perpustakaan, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Indonesia). Only students with a Bachelor degree in Education were eligible for admission.

By September, 1961, the Library School had produced 172 graduates with a B.S. in Library Science. Seventy five of these graduates were sent to other countries such as the United States of America, New Zealand, the Netherlands, and Great Britain for their Master's degrees. Fifty three per cent were immediately employed, more than half of them at state and university libraries.

In October, 1963, the Library School at the University of Indonesia became a part of the Faculty of Letters. The Library is located in Djakarta, where it has been since its establishment. In September, 1964, the Library School finally began a graduate program. In 1967, the school had then 22 part-time and 7 full-time members on the faculty; the part-time members were all practicing librarians.

The status of most Indonesian librarians is rarely one of prestige, being considerably lower than that of a college professor. Some library directors enjoy more prestige than practicing librarians under their supervision. Librarianship in Indonesia is not a lucritive profession. Economic difficulties have slowed down progress and retarded innovations in many professions, including librarianship. Thus, a really effective library educational system, and consequently, efficient library systems, can be envisioned only in the distant future. In maintaining an adequate standard of living as a librarian, librarians and most civil servants for that matter, have to work at more than one job. It would be impossible to live only on a librarian's salary in Indonesia. The root of the problem is obviously in the lack of money. Insufficient funds are allocated for education in general and for library education in particular.

The Education Ministry issued a directive in 1962 requiring a director of libraries to have at least a master's degree in library science in addition to a degree in subject field. Only master's degree holders in a subject field are to be recommended for future study abroad. Bachelor degrees in library science continue to be offered in addition to master's degrees. During the 1966-67 academic year there were fifty four enrollments, included six master's degree candidates. Some of the required courses for master's degree are in the following subjects: philosophy, sociology, anthropology, education, and psychology.

In Djurnal Perpustakaan Unhas, information about a new course in library science at the Hasanuddin University Library in Makassar was announced on August the 16th, 1969, by the Department of Education and Culture, South Sulawesi Province Branch. This is a joint program of the Hasanuddin University and the Office of Public Administration in Makassar (Lembaga Administrasi Negara, Tjabang Makassar). Makassar is the capital of the province of South Sulawesi. The library science course is meant for training of government agencies library staff members of that area, however, the course is temporarily only of three months duration. The first course had twenty students, and the notice did not provide details.[2]

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Education for Librarianship-IRAN
Fact Sheet prepared by John F. Harvey

Literacy is now about 50 per cent for the population as a whole, with villagers, women, and older people having lower percentages. All public elementary and secondary education is controlled by the Ministry of Education. This control is centralized in Tehran with offices also in provincial capitals. Most schools are quite small (100-300 students each), and most faculty members are only high school graduates. Schools seem to be grossly underbudgeted and faculty members to lack prestige. Teaching methods are traditional. School attendance is improving but still does not exceed 75 per cent at the secondary school level. In addition to public schools, there are many private schools teaching in Farsi or a foreign language, e.g., Community Schools in Tehran and Shiraz, and International School, Lycee Razi, and Deutsche Schule, in Tehran.

Educational Structure

The Ministry of Science and Higher Education coordinates public and private higher education. All of the major universities report to this Ministry. Half of the nation's college students are enrolled in the oldest of these institutions, the University of Tehran, with about 20,000 full-time students. Many of Iran's 50 or more colleges are closely affiliated with certain other ministries from which they receive supervision, budget and students. Still others are semi-private, charge tuition, and have an independent Board of Trustees, but most receive a majority of their financial support from the national government.

Education for Librarianship within this system

There are three library schools. The oldest, largest and most prestigious is the University of Tehran Faculty of Education Department of Library Science. The Faculty of Education is one of the newest in the University, has a total of 1000 students, and is housed in a new building in Western Tehran. The Department was founded in 1966 by Alice Lohrer, University of Illinois, and former Dean Manuchehr Afzal. It offers a Masters degree major and a Bachelors degree minor through a curriculum based on the American model. Most of its faculty teach in Persian and assign outside reading in English. The faculty includes two full-time and six part-time Iranians and three Americans, one of them is a full-time Fulbright Professor. Acting Chairman is Feri Saidi. There are 105 library science students, equally divided between graduate and undergraduate. Admission is quite selective and graduates are in considerable demand. Cento has helped the Department enlarge its library.

In 1968 the University of Tabriz started an undergraduate major in library science. The faculty consists of three foreigners (from Canada, India, and England), and one Iranian, all of whom work in the University Library, also. The student body consists of 50 students who are studying in a curriculum recently reorganized with the assistance of the Tehran Book Processing Centre. This Department was organized primarily to provide staff members for the University of Tabriz Library, but will also place its graduates in other Iranian libraries.

The third and newest Department of Library of Science was organized in the Fall, 1969, by Tehran's International School (Iranzamin) as a part of its Junior College of Business and Library Administration. The Department has 30 evening students and two part-time instructors. The Chairman is Nasser Mazaheri, a Queens University, Belfast, Library School graduate.

The Tehran Book Processing Centre Planning Department is now assisting the Institute for Research and Planning in Science and Education in evaluating and advising library education curricula.

Brief Comparison with Other Professions

The majority of the most capable Iranian students still cluster in the engineering, medical and law schools because of their income-producing potential. Outside the field of medicine few doctoral graduates are produced in Iran. There are no licensing, certifying or accrediting programs in any field. Most professional education programs are pitched at the Bachelors degree level, as in the U.S.A., leaving librarianship open to the criticism of overeducating its professionals at the Masters level. Education for librarianship has no separate schools, merely departments, thereby handicapping its prestige. Status varies greatly, some librarians ranking with Director Generals in civil service, others merely as clerks. Salaries range from well above the university professor level to the lowest clerical level for persons with clerical qualifications.

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Education for Librarianship-IRAQ (Incomplete)

BACKGROUND INFORMATION

1. Population 8,440,000

2. Compulsory Education 7-13

3. Duration 6

4. Entrance Age 7

5. School Enrollment Ratios

   Unadjusted School Enrollment Ratios:

   - A. First Level 41
   - B. Second Level 29
   - C. First and Second Levels 38

   Adjusted School Enrollment Ratios:

   - First and Second Levels 52

6. Education at Third Level (1965)

   - A. Teaching Staff 1,002
   - B. Students 28,410
   - C. Number of students per 100,000 ingabitants 347

7. Libraries

	(1964)	Volumes
A. National	--	---
B. University	40	335,000
C. School	3,599	1,324,000
D. Special	--	---
E. Public	73	403,000

UNESCO Statistical Yearbook 1968. Paris, 1969

Additional Information

The University of Baghdad instituted a six-month course in library science which opened in February 1967, taught by an Egyptian expert holding both a doctorate from Cairo University and an American degree in library science, and by two professional librarians on the staff of the Baghdad University Library. A work week of 15 hours is divided into 6 hours practice and 9 hours lectures, the latter comprising 2 hours reference work (Arabic and English), 2 hours descriptive cataloguing, 1 hour classification and subject headings, 1 hour readers' services including circulation, 3 hours acquisitions and other technical processes. Successful students are to be granted six months' seniority in the civil service.

All the professional librarians at present on the staff of the Baghdad University Library hold American library degrees. There is, however, active discussion on the establishment of a library school within the university, possibly with Ford Foundation aid. The Ford Foundation has already provided the university with two library consultants in the past four or five years. The present efforts follow many years of thought on this matter, and the holding of numerous short training courses by experts, mostly from Unesco but also from the British Council and the Ford Foundation, from 1953 onwards. As long ago as 1957, H. Bonny in the course of a Unesco mission to Iraq had submitted a training scheme for librarians to the Ministry of Education. D.R. Kalia, another Unesco library expert in Baghdad, put forward a scheme in 1960 to found an institute of library science in the University of Baghdad-a proposal which received a good deal of support within the university at the time.

Preparations for the founding of an Iraqi Library Association are well advanced. An earlier attempt, in 1960, had not met with success. Four organizational meetings had been held up to May 1967, and the seven professional librarians of Iraqi nationality are the 'founding fathers', though it is proposed that foreign librarians may be elected to honorary membership. If a satisfactory organization and structure can be achieved, such an association could do much to advance professional recognition, status and training in Iraq.

Article by Francis L. Kent
Taken from Unesco Bulletin for Libraries

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Education for Librarianship - ISRAEL
Fact Sheet prepared by Dr. J. Rothschild

The Graduate Library School of the Hebrew University in Jerusalem was opened at the beginning of the academic year 1956-7 i.e. in November 1956. Its program was set out in detail by Professor Leon Carnovsky, Professor at the Graduate Library School at the University of Chicago as a consultant on behalf of UNESCO. According to the American pattern it is a graduate school. For the time being, it does not grant a Master's degree but a university diploma as Qualified Librarian. The School plans the development of a Master's program within the next few years.

The School, which is a department of the Hebrew University, is vitally connected to the Jewish National and University Library, which serves as a workshop for the students. Until this academic year, (1969-70) the director of the Library was director of the School, too, and only after the retirement of Dr. C. Wormann the School has gotten a director of its own.

In 1963 the School was recognized by UNESCO as an associated library project, a fact that encourages specialization and professional research. The first steps toward these wider aims have been made this year by a reform in the curriculum according to the American pattern. Courses are now divided in required ones and elective ones.

The comparatively high total of lessons to be attended (c.a. 300 hours of required courses and 200 hours of elective courses) may be explained by the complicated problem of integrating specific Jewish subjects rooted in Jewish cultural and literary heritage into the general scheme of study based on modern Western civilization. In the new curriculum greater care has been taken for the education of special types of librarianship - academical, public and special - in spite of the fact that in this small country mobility and the need of shifting from one type to another has to be taken into accout. Up until today, 300 students have graduated from the School.

Non-academical Librarianship

Education of non-academical librarians in Israel has been shaped according to the British pattern. Examinations are taken by the Israeli Library Association and theoretically the candidate is not obliged to prepare himself in normal courses. Practically this will not happen any more and all the applicants take part in courses - twice a week in the evenings or once a week a whole day - offered by the Center for Public Libraries in Israel, by the general Labor Federation, Department for Education and Culture, Library Section, and by the Israeli Library Association itself. The graduation of Secondary School is required.

Subjects taught and examined are: Cataloguing, Classification, Bibliography, Library Organization and Management. Examinations are taken in two stages; the first is common to all types of libraries and the second is given according to the three types of libraries: public, special and Judaic. Between the first and the second examination the candidate has to do practical work in a library approved by the Israeli Library Association. Applicants who have successfully passed the first exam are granted the certificate of Assistant Librarian. Those who have passed the second stage receive the certificate of Librarian. Up today, c.a. 500 candidates have been grated the certificate of Stage One, and 300 - the Certificate of Stage Two.

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Institute on
"INTERNATIONAL LIBRARY MANPOWER:
Education and Placement in North America"
Detroit - June 26-27, 1970

Education for Librarianship -- ITALY

Fact Sheet prepared by Savina Roxas

Educational Structure

Ministry of Public Instruction is the central organization for administering education.

A. Primary (Scula Elementare)

Two Stages (five years in all, ages 6-11)
- First three grades
- Fourth and fifth grades

B. Intermediate School (Istruzione Media Inferiore, 3 years, ages 11-14)

Two types
- a. Intermediate (Scula Media)
  At the end of the three year course student takes a state examination for admission to upper secondary school
- b. Vocational School (Scuola di Avviamento Professionale)
  At the end of the three year course the student receives a Diploma which allows him to enter a two-year Technical School

C. Upper Secondary School (ages 14-16)

Two Stage Courses
- a. Upper Gymnasium (ages 14-16)
- b. Lyceum Proper (ages 16-19)

After the five-year program student may attend a university

One Stage Courses
- a. Primary School Teacher-Training Institutes (Istituto Magistrale) (4 year course)
- b. Technical School (2 year course, ages 14-16)

D. Higher Education

1. Italy has 23 State Institutions of higher learning
2. There are approximately 19 private institutions of higher learning
3. There is a single degree (laurea di dottore) granted by all Italian universities
4. Courses in most Faculties continue for a period of four years except in chemistry, engineering, and architecture where the course lasts five years; for medicine, six years

Education for Librarianship as Part of the Educational Structure

A. Diploma Courses

1. Such courses have been offered at a post-graduate and a university level and vary in duration from one to three years in the six universities that have offered them. The University of Rome, Scuola Speciale per Archivisti e Bibliotecari, has the most active program at present [illegible]

2. The Vatican Library School offers an active, growing program of one year's duration [illegible] a master's program. [illegible] with this background, but [illegible] program

B. Non-Diploma Course offerings

1. Courses of aggiornamento, for training and continuing education of library personnel are offered at the University of Rome, Scuola Speciale per Archivisti e Bibliotecari

2. Courses for Popular and School Librarians are offered in the various regions under the supervision of the Bureau of Academies and Libraries within the Ministry of Education

3. Courses for documentalists are offered at the Politecnico di Torino, the Consiglio Nazionale delle Ricerche, Istituto Nazionale per l'Incremento della Produttivita, the Universita' di Pisa, and elsewhere

Brief Comparison of Librarianship with other Professions

Although preparation for librarianship is as long or longer than for the teaching profession, and its language requirements may be formidable (Latin, Greek, two modern languages, a Slavic or Oriental language) it is not as well rewarded financially nor does it seem to enjoy the prestige of the teaching profession or other professions.

Institute on
"INTERNATIONAL LIBRARY MANPOWER:
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Education for Librarianship - JAMAICA
Fact Sheet prepared by J. Periam Danton

Jamaica, with a population of about two million, has over 740 primary schools, sixteen junior secondary schools (with about fifty under construction), forty secondary high schools, six technical high schools, five vocational schools, a college of arts, science and technology, a school of agriculture, a school of music, eight teacher training colleges, and a university, founded in 1948. Close to ninety per cent of the population is literate, and close to ninety per cent of the children in the six-to-fifteen years age group are in school. Although great advances and developments have been and are now taking place at all levels and in all types of education, it is still true that only about 3,500 students are enrolled in the university--less than two-tenths of one per cent of the total population.

The two most relevant points in connection with the purposes of this fact sheet are, first, that the program for the B. A. at the University of the West Indies covers three, rather than four years, which means that a graduate would generally not be considered by our universities and their accredited library schools to have had sufficient general education for admission. The second point is that Jamaica at present has no library school, though one has been authorized and budgeted, probably to begin in the fall of 1971. (About sixty library employees of a total of over 400 staff members in Jamaica are professionals who have qualified through attendance at either a British or North American library school, or through the examinations of the (British Library Association.) In the beginning, the school's program will probably be on two levels, one undergraduate and one graduate. It may be a question whether graduates even of the second program would be immediately eligible for further study in some accredited U. S. library schools in view of the fact that their undergraduate education would have been of only three rather than four years duration.

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This is the most recent and the most comprehensive document on the subject, and includes a summary of the current status of education and projected developments, as well as a discussion of the principal libraries, and library education needs.

INSTITUTE ON INTERNATIONAL LIBRARY MANPOWER

(ALA Pre-Conference, Detroit, 26-27 June 1970)

LIBRARY EDUCATION IN JAPAN

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SELECTED BIBLIOGRAPHY

Prepared By
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Detroit - June 26-27, 1970

Education in Librarianship - JAPAN

Prepared by Frances Neel Cheney

Education for Librarianship within this System

Junior college library training courses. Undergraduate departments of library science.

Japan Library School of Keio University has a graduate program in Information Science.

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Brief Statement on Japanese Recent Developments in Library Education and Current Needs

I. Formal Education for Librarianship and Documentation:

1. Concerning our SLIS (or JLS), please refer to our current Catalogue and also to the paper presented at the FID/TD meeting held in Frankfurt am Main April 20-23, 1970, shipped under separate cover.

2. Since the establishment of the National Junior College for Librarianship, the movement to raise its level from a junior college to a 4-year college has been continued but resulted in vain.

3. There have been movements to establish library training courses in junior colleges elsewhere in Japan, but no proposals were approved by Mombusho in the recent time (1968-70).

4. Toyo University's Library Science Sub-division in the Department of the Applied Social Sciences recently appointed Messrs. Keitaro Amano, Iyoji Aono, and Narau Okada as its faculty members in addition to Mr. Wada. This means some fulfillments to the faculty there.

5. In Kyoto University, Ass. Prof. Chikao Ogura was appointed ordinary professor in 1969.

II. Training Institutes for Shisho (public librarians) and Others.

1. The Shisho institutes similar to previous ones have been continued, although there are general criticisms against their continuation. A committee precided by Mr. Narau Okada recommended, in 1967, the Mombusho to raise the Shisho requirements from 15 units of credit to 19 units and to provide the rank of Jokyu Shisho (senior public librarians) which may be acquired by the completion of more than 30 units. It was accepted in 1968, by the Mombusho to raise the requirements for Shisho from 15 units to 19 units, but not to set up the rank of Jokyu Shisho. About 50 members of the JLA's LED are now working toward a more fundamental revision of the Law concerning its provision for Shisho qualifications.

There are not many colleges at present that can sponsor the 19-unit program of library training.

2. "Short" (usually for a week or less) courses for training of public and college librarians have been carried out by the JLA, Mombusho, two Private University Associations, Junior College Association, Prefectural Library Associations, etc., annually as usual.

"Short" courses for training of special librarians and documentalists have been also carried out annually by the Mombusho, JLA, Nippon Documentation Society, Japan Medical Library Associations, Japan Information Center of Science and Technology, Japan Special Library Association, etc.

Since last year (1969), the Mombusho started a "longer" (3 weeks) training course for senior members of university libraries.

3. The Mombusho's "longer" training course for academic librarians, and some of "short" courses for special librarians and documentalists include topics on mechanization of library procedures.

As an example, the Japan Medical Library Association's "short" training course program to be held at Sapporo in August, 1970, is listed below:

Trends of Medical Document Information and Secondary Sources of Information
Primer for Computer Techniques
Primer for Computer Programing
Information Processing and Computer
Problems in I.R. and Mechanization
Mechanization of Library Procedures
   A. Case at Tokyo U. Med. Libr.
   B. Case at Keio U. Med. Libr.

4. There have been special efforts made by the Agriculture, Forestry and Fisheries Research Council, Department of Agriculture and Forestry for training of librarians and documentalists in the field of agricultural sciences. The Japan Association of Agricultural Librarians and Documentalists translated and published in 1969 the Japanese version of the IAALD's "Primer for Agricultural Libraries" issued by Dr. Dorothy Parker, et al., which is widely read by Japanese agricultural librarians. Since 1965, Research Council has also been holding annually training courses on agricultural librarianship and documentation not only for their librarians but also for research workers, and sending one of their research workers to the School of Library and Information Science at Keio University to have him undertake further training, because they need professional leaders in a new National Agricultural Central Library to be built in Ibaraki Prefecture in the near future.

5. At the recent general meeting of the Japan Special Libraries Association held in last May, a correspondence training program for assistant librarians in special libraries was proposed and is now under careful consideration by a committee.

III. Needs and Demands

1. More requirements for placement to library schools and sponsoring bodies of training institutes come from special libraries and information agencies of companies' research institutions which require applicants to have some knowledge on the specialized scientific and technical terminology as well as knowledge on machine application to "information processing", in addition to (or regardless) their skills and knowledge of traditional librarianship.

2. All institutions of library education have been suffering from shortage or lack of qualified teachers, especially in this changing era. In many instances, positions of teachers have been occupied by non-qualified (or little-qualified) people.

3. The urgent needs for establishing several formal education institutions for librarianship and information science were stressed in the recommendations of the "Report to the Prime Minister on the Needs for the National Information Systems for Science and Technology (NIST)" which was issued in the Fall of 1969, but since then the Government has taken no concrete steps toward the goals described in the Report.

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FID/TD Meeting
Frankfurt/Main
20-25 Apr. 1970

School of Library and Information Science at Keio University

-- Its Historical Background and Activities --

The present School of Library and Information Science was opened under the name, Japan Library School, in April, 1951, as an integral unit of Keio University's Faculty of Letters, "to help sponsor and promote librarianship and also to provide well-trained librarians to serve and work with their fellow citizens of Japan in all types of libraries".1)

The School was, in its initial stages, assisted by an advisory committee for the School of the American Library Association and staffed by well qualified instructors selected from representative American Library Schools and libraries.2) Prof. Robert L. Gitler, then the Dean of the School of Librarianship of the University of Washington at Seattle, presently the Director of the University of San Francisco Library, was invited to accept appointment as director of the new School.

The School's operation at the initial stage was mostly financed from resources made available by the American Library Association and the American government, but the support came to an end early in 1952 with the coming into effect of the San Francisco Peace Treaty. Keio University then invited the Rockefeller Foundation to observe the School and its work for the purpose of securing a grant to insure continuance of the program while the University made arrangements to increase gradually its own responsibility for the overall financial support of the School. After visitation and study the Foundation stepped forward and provided, in the summer of 1952, the assistance which made it possible to continue the School. Each year, the Rockefeller Foundation's funds have decreased gradually, while those of Keio University have increased in accordance with the plan of development for the School. As of 1 July 1956, the full financial responsibility became that of the University Administration.

In accordance ~~of~~ with the plan of development, between 1952 and 1956, one member of the visiting American faculty was replaced each year by a qualified residence Japanese faculty member until all cources were given by the regular, full-time resident Japanese faculty.

Speaking of the Rockefeller Foundation grants, the Foundation provided for the School, in addition to the emergency assistance in 1952, a grant for five years from April 1957, with which it was made possible to invite a foreign visiting faculty member for a certain period each year, as well as to send an outstanding promising Japanese librarian or library science instructor for study abroad, and to hold workshops. The School initiated, in 1962, a special program for the training of life sciences librarians and documentalists, which was made possible under a three-year grant from the Rockefeller Foundation.

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1) From the early Catalogues of the School.

2) See "Visiting Faculty" in the Catalogue 1970-1972 of the School, p. 13.

After Prof. Dr. Gitler, the founding director of the School, retired in 1956, Prof. Takashi Hashimoto was appointed as the director of the School and directed the faculty for thirteen years until he retired on 31 March 1969.

The curriculum of the School was, at its initial stages, organized like that of a typical American library school, and had not been changed very much for more than ten years.

The level of the students enrolled in the School at that time were generally junior or senior students of a college and they were required for a Bachelor's degree to complete a total of not less than 64 units plus practice noted below during the third and fourth year at the University, in addition the general education cource requirements:

a. At least 36 units of courses in library science as "major".
b. At least 28 units of courses in the pool of approved courses as "minor".
c. Four (4) units of Practice.

At any stage of the first ten years, the courses of instruction were composed fundamentally same as listed bellow (the figures in blackets are the course units):

Libraries, Librarians and Society (2)
Adult Education and the Library (2)
The Organization, Administration and Management of Libraries (2)
Classification and Cataloging of Library Materials, I, II (10)
Informational and Bibliographic Sources and Methods, I, II (8)
Japanese and Chinese Library Materials (2)
Book Selection and Readers Advisory Service (2)
The School Library and Its Management (2)
Library Work with Children and Young People I, II (4)
A-V Materials in Library Service (2)
Library Extension (2)
The History of Books and Libraries (2)
Education for Librarianship (2)

The School celebrated its decennial in 1961. For the first ten years, the School was housed in temporary quarters. The University Administration, however, decided to move it into a new building which was completed in 1962. This has allowed it to be equipped in a manner which facilitates greatly both teaching and study.

In commemoration of its fifteenth anniversary in 1966, the School took proceedings for opening a new graduate program leading to a Master's degree to meet the social demands requiring information specialists of higher standing. In April 1967, the graduate program was opened which was an epoch-making one in this country. In accordance with the development of the graduate program, the School has changed its name, Japan Library School, to the School of Library and Information Science.

Although the changes in the School's curriculum have been made gradually in two or three ~~times~~ steps, the principal changes must be clear if one compares the original courses of instruction and the current ones. The fundamentals of the changes are based on effort to unify traditional library science and non-conventional techniques for recorded information handling. For more than ten years, the demands to change the curriculum to produce a new type of graduates have been made from various fields, especially strong from the fields of science and technology.

The following lists show the courses of instruction given currently in the programs of the School (the figures in blackets are units of credit):

1. Undergraduate Program:

The undergraduate student enrolled in the School is required for a Bachelor's degree to complete a total of not less than 72 units noted below plus 8 units of Practice and Thesis over and beyond general education studies:

a. At least 46 units of courses in library and information science as "major".
b. At least 26 units of elective courses from the pool of approved
   courses as "minor".
c. Eight (8) units of "Practice and Thesis".

Library and Information Science, Introduction (2)
Library and Information Science, Readings (2)
Information Systems, Introduction (2)
Administration of Library and Information Systems I (Colleges and universities) (2)
" " " " " " , II (Specialized) (2)
" " " " " " ,III (Public) (2)
" " " " " " , IV (Schools) (2)
Organization of Recorded Materials I, II, III (10)
Information Storage and Retrieval, Introduction (2)
Reference and Information Service (2)
Reference and Information Sources (2)
Japanese and Chinese Classic Materials (2)
The Literature of the Humanities (2)
" " " " Social Sciences (2)
" " " " Science and Technology (2 each)
Children's and Young People's Literature, I, II (2,each)
A-V Education and Materials (2)
Selection of Recorded Materials (2)
Special Courses on:
    Professional Education (2)
    Library Facilities (2)
    Japanese and Chinese Classic Materials, Advanced (2)
    Children's Literature (2)
    Information Service (2)
Seminars on:
    Administrative Problems of Science Research Libraries (2)
    Indexing Systems Design (2)
    Literature Searching (2)

2. Graduate Program:

The graduate student enrolled in the School is required for a Master's degree to have completed some prorequisit courses in the undergraduate program, to reside on the campus for at least 2 years, to complete not less than 32 units from the coursos listed below, submit a Master thesis, and pass the final examinations:
    Information Science, Introduction (4)
    Structure of Information I, II, Seminar (2 each)
    Information Systems Analysis and Design (4)
    " " " " " , Seminar I, II (2 each)
    Research Methods in Science and technology (4)
    " " " Humanities and the Social Sciences (4)
    Information Storage and Retrieval (one of 4 units, five others of 2)
    Mechanization in Information Handling (4)

The curriculum for undergraduates provides a total of 66 semester units in Library and information science and the one for graduates provides a toatl of 44 semester units in information science and technology.

3

The faculty, started with five full-time visiting American faculty members and two part-time Japanese lecturers, now consists of six full-time Japanese faculty members and fourteen part-time lecturers, of whom six hold Ph.D degrees and eight have Master's degrees in L.S. or else. Twelve members have backgrounds in science or applied science. Many of them are in demand as consultants or committee members for new library and information systems.

Moving out from temporary quarters in 1962, the School now occupies the entire second floor of the north wing of a new building on the main campus of Keio University. Its facilities include two classrooms, an A-V laboratory, a graduates' laboratory, space for eight faculty offices, administrative and secretalial offices, and a 48-seat library. The library has a collection of about 12,000 volumes of books, about 80% of which are on library and information science and more than a half of which are in Western languages, and nearly 180 titles of serials in library and information science or related fields, of which about a half are in Western languages, principally English. The graduates' laboratory has study space for 20 students and is equipped with an IBM card punch, an IBM sorter, an IBM collator, a Tanac marksense card selector, etc. For student practice, data punched on IBM cards are converted on tapes and processed by the systems using the computer, IBM 7040 or Tosbac 3400, provided by the Keio Institute of Information Science on the Hiyoshi campus of the University.

Since the establishment of the School in 1951 until 1 April 1970, a total of 785 undergraduate students have graduated, and a total of 10 in the new graduate program have completed the requirements. The graduates of the School, the only university-level school of this type in Japan, are highly esteemed in library and information service, and they have been placed in various organizations, not only in usual types of libraries, such as public, school and college and university libraries, but in special libraries of companies, government agencies, research institutions, science information centers, etc. A breakdown of the recent placement of the graduates shows that the majority of the graduates have been placed in either academic libraries or specialized information centers, and that more and more requests for placement have come from scientific and technological fields.

In the academic year, 1970-1971, the full-time enrollees of the School are as follows:

Undergraduate Program:		
Second year (Prospective) students:		70
Third year students:		73
Fourth year students:		81
	Total:	224
Graduate Program:	Total:	21
	Grand Total:	245

To realize the School's role to advance the new discipline of library and information science, the School has been not only training its students through regular programs, but also giving opportunities for further training to in-service personnel. For the latter purpose, various workshops and seminars have been provided by the School since 1951. A total of sixteen programs were carried out until 1967 and attended by a total of about 1500 librarians or documentalists. Among the sixteen

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3) See "Extension Programs" in the Catalogue 1970-1972 of the School, p. 43-45.

programs, the following may be of interest to the members of this meeting:

Seminar on Documentation (May-July, 1960):

With Prof. Helen M. Focke, then the professor of School of Library Science, Western Reserve University, as leader, attended by 30 participants.

Special Library Workshop (July 13-16, 1960):

Also led by Prof. Helen M. Focke, attended by 30 special librarians.

Life Sciences Librarianship Workshops:

Under the three-year program on life sciences librarianship, two one-week workshops were held each year in Tokyo and Osaka or Kyoto. The first one (July 9-13, 22-26, 1962) was led by Dr. Estelle Brodman, Professor and Librarian of the School of Medicine, Washington University; the second (July 8-12, 22-26, 1963) under the leadership of Prof. Thomas P. Fleming, Professor of the School of Library Service and the Librarian of Medical Library, Columbia University; the third workshop (July 6-10, 20-24, 1964) was led by Prof. J. R. Blanchard, Director of the University of California at Davis. Each of the three life sciences workshops was attended by 60 medical and agricultural librarians and documentalists.

Academic and Research Libraries Workshops (Nov. 20-22, Dec. 18-20, 1967):

Under the leadership of Prof. Everett T. Moore, Assistant University Librarian of the University of California at Los Angeles, a total of 87 participants attended.

Among other activities of the School, publishing is one of important programs. Up to now, seventeen titles have been published by the School, most of which were the proceedings of the workshops or the reports of the seminars sponsored by the School.[4] The current emphasis in publishing business is to assist the Mita Society of Library and Information Science so as to make it possible to publish its journal, *Library and Information Science* (formerly *Library Science*). The Mita Society of Library and Information Science is a professional organization composed mostly by the graduates of the School, but it is open to those who are professionally interested in advancing the new discipline of library and information science, which of course including documentation.

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4) See "List of Publications" in the *Catalogue 1970-1972* of the School, p. 47.

Institute on
"INTERNATIONAL LIBRARY MANPOWER:
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Education for Librarianship-JORDAN (Incomplete)

BACKGROUND INFORMATION

1. Population 2,145,000

2. Compulsory Education 6-15

3. Duration 9

4. Entrance Age 6

5. School Enrollment Ratios

   Unadjusted School Enrollment Ratios:

   - A. First Level 57
   - B. Second Level 49
   - C. First and Second Levels 54

   Adjusted School Enrollment Ratios:

   - First and Second Levels 68

6. Education at Third Level (1966)

   - A. Teaching Staff 355
   - B. Students 4,409
   - C. Number of students per 100,000 inhabitants 214

7. Libraries

	(1966)	Volumes
A. National	--	---
B. University	7	194,000
C. School	1,451	2,156,000
D. Special	17	64,000
E. Public	11	79,000

UNESCO Statistical Yearbook 1968. Paris, 1969

Additional Information

A Jordanian Library Association was formed in 1964 and began at once to run short training courses, in one of which the writer was invited to participate.

In January 1966, a course in librarianship was begun at the Teachers' Institute in Amman for fifteen students of the Institute. This course ran for three semesters for a total of 18 'credit hours'. The syllabus was as follows:

Subject	Periods	Credit hours	Subject	Periods	Credit hours
Classification	48	3	Library and the community	32	2
Cataloguing	48	3	Library administration	32	2
Bibliography	32	2	School library	32	2
Readers' services	48	3	Seminars	16	1
			Total	288	18

No special diploma was given, but the diploma given to graduates of the Institute showed that those who had taken this specialization had satisfactorily completed it. Unfortunately, this course could be held once only; it was then suspended because of the lack of qualified professional instructors.

The training of school librarians is carried out through summer and in-service courses. Summer courses last for two weeks, in-service courses for one week only. The subjects taught in these courses are:

Subject	Periods		Subject	Periods	
	Summer	In-service		Summer	In-service
Classification	24	12	Reference works	6	3
Cataloguing	24	12	Processing	3	2
Bibliography	6	3	Library service	3	1

A statement of attendance is awarded to successful participants.

The standards of education required are the same as those of a school teacher, since school librarians are chosen from among school teachers. (At the University Library, however, a degree is a prerequisite.)

In addition to the courses held locally, there are opportunities for some librarians to study abroad. The major granting institution is Unesco and the main country of study is the United Kingdom.

Taken from Unesco Bulletin for Libraries:

Institute on
"INTERNATIONAL LIBRARY MANPOWER:
Education and Placement in North America"
Detroit - June 26-27, 1970

Education for Librarianship - KOREA

Fact Sheet prepared by Robert Burgess

Educational Structure

Primary education grades 1-6 is free and compulsory.

Secondary, grades 7-9 (middle school) and 10-12 (high school), entrance by examination at each level. Both private and public schools must maintain libraries, directed by trained librarians.

Tertiary, structured similarly to U.S.: junior colleges, four year colleges, universities. Over 100 institutions of higher learning, the majority private.

Education for Librarianship

Four private universities, all located in Seoul, offer undergraduate majors in library science: Chung-ang (Central) University, Sung Kyun Kwan University, Ewha Women's University, Yonsei University, Ewha, with the largest full - time faculty, also offers a program leading to the master's degree.

A few courses for teacher-librarians have been offered in the College of Education, Seoul National University. The Korean Library Association as well as some of the Library Science Departments in the universities offer short workshops and in-service programs.

Much professional education (e.g., Law) is offered at the undergraduate level; the placement of library education at this level seems proper. In comparison with other professions, the demand for librarians is high, and placement is good.

Salaries of school librarians are comparable with those of teachers, of public librarians with those of similarly placed public officials. College librarians do not enjoy faculty status, and salaries are below those for faculty.

Institute on
"INTERNATIONAL LIBRARY MANPOWER:
Education and Placement in North America"
Detroit - June 26-27, 1970

Education for Librarianship- KUWAIT (Incomplete)

BACKGROUND INFORMATION

1. Population 520,000

2. Compulsory Education 6-14,16

3. Duration 8

4. Entrance Age 6

5. School Enrollment Ratios

    Unadjusted School Enrollment Ratios:

    A. First Level 51

    B. Second Level 80

    C. First and Second Levels 59

    Adjusted School Enrollment Ratios:

    First and Second Levels 74

6. Education at Third Level (1966)

    A. Teaching Staff 49

    B. Students 418

    C. Number of students per 100,000 inhabitants 85

7. Libraries	(1967)	Volumes
A. National	- -	- - -
B. University	1	88,000
C. School	153	324,000
D. Special	18	59,000

Institute on
"INTERNATIONAL LIBRARY MANPOWER:
Education and Placement in North America"
Detroit - June 26-27, 1970

Education for Librarianship-LATIN AMERICA

Bibliography prepared by William V. Jackson

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Institute on
"INTERNATIONAL LIBRARY MANPOWER:
Education and Placement in North America"
Detroit - June 26-27, 1970

Education for Librarianship-LEBANON (Incomplete)

BACKGROUND INFORMATION

1. Population 2,520,000
2. Compulsory Education --
3. Duration --
4. Entrance Age 5
5. School Enrollment Ratios

    Unadjusted School Enrollment Ratios:

    A. First Level 52
    B. Second Level 33
    C. First and Second Levels 47

    Adjusted School Enrollment Ratios:

    First and Second Levels 58

6. Education at Third Level (1966)

    A. Teaching Staff --
    B. Students 23,475
    C. Number of student per 100,000 inhabitants 954

7. Libraries

	(1966)	Volumes
A. National	1	120,000
B. University	8	490,000
C. School	6	31,000
D. Special	7	258,000
E. Public	1	17,000

UNESCO Statistical Yearbook 1968. Paris, 1969

ADDITIONAL INFORMATION

A sharp distinction must be drawn between governmental and private institutions. There are no library schools in Lebanon. Training of librarians abroad is subject to Decree No. 8868 of 27 February 1962 covering all kinds of special study abroad. Candidates submit to the Government evidence that they possess the entry or prerequisite qualifications required by the institution to which they wish to go, and are then allowed to sit a government selection exmination. Similar arrangements apply to attendance by Lebanese Government employees at summer institutes or workshops sponsored by official bodies or private institutions. A special committee prepares lists of jobs and of candidates who after the appropriate study may be expected to fill them. No candidate may be listed unless he has either passed a selection examination organized by the Department of In-Service Training of the Civil Service Commission, or successfully completed an in-service training programme organized by the Public Administration Institute. This general pattern seems to be followed also by certain other countries in the area. Qualified persons start in, for example, the Lebanese National Library at salaries ranging up to the equivalent of about $2,900 a year plus fringe benefits, according to experience.

The American University of Beirut has built up its own professional library staff partly by overseas recruitment and partly by encouraging local people to obtain professional qualifications overseas - normally in the United States. In the academic year 1966/67 nine of its sixteen professional librarians (though two of these happened to possess American citizenship) were local people. In addition two persons were expected to return from the U.S.A. in the summer of 1967, having gained their master's degrees in library science, and yet another two Lebanese staff members, and a third - not a member of the University Library staff - had been accepted by American library schools for 1967/68. It is hoped in this way to co-operate with other institutions in helping to create a corps of Lebanese professional librarians. Already several other institutions have been able to send one or more library staff members to overseas library schools. Hitherto, however, it has been virtually impossible for librarians with full professional qualifications to obtain suitable paid costs outside the foreign universities and colleges in Beirut. For this reason, consideration by the American University of Beirut of the establishment of a school or department of library science - great though the national and regional need is - has so far come to naught. The idea, however, has not been lost sight of, and if a true local market could be found for the product such an enterprise, on a regional basis, might become practicable.

The hope is that such a growing body of Lebanese professional librarians, mostly young and vigorous, will become active in a revived Lebanese Library Association. Of this there are already some signs, as there are also in Iraq. The Lebanese Library Association was established in 1960 and soon joined the International Federation of Library Associations. It was represented at the International Conference on Cataloguing Principles in Paris in 1961, where the Lebanese delegates were the only representatives of the Arab world. Later, the association became inactive; but during the visit of Mr. René Maheu, Director-General of Unesco, to Beirut in January 1967, discussions took place between him and Lebanese ministers which resulted in projects being set on foot including, inter alia, Unesco assistance in revitalizing the Lebanese Library Association and training personnel for libraries. During the spring of 1967 a number of preliminary meetings of librarians was held to study the revival of the Library Association.

Beirut College for Women, a small private liberal arts college, offers in alternate years a course entitled 'Introduction to library science', requiring three hours of lectures or class-work per week and carrying a value of 3 credits towards the B.A. degree. This course is taught by a professional librarian and covers the elementary study of the basic principles of librarianship: book selection, acquisition, cataloguing and classification, circulation and reference work. The stress is on the position of school libraries in education and a high proportion of practical work is included. The course is open to junior and senior (i.e., third-year and fourth-year) undergraduates. This is at present the only formal course in library science given by a recognised university or college in Lebanon as part of a degree curriculum.

Short summer courses in elementary library science were held by the Library of the American University of Beirut from 1962 to 1965. Each course, of six weeks' duration, was taught in English by library staff, with Arabic explanations where necessary (the 1965 course was held in two sections of which the less advanced was taught almost entirely in Arabic). In all, nearly a hundred students attended from many Arab countries and also from Iran, Pakistan and elsewhere. These courses were supplemented in 1964 and 1965 by special four-week courses in medical librarianship held in the University under an agreement with the World Health Organization, which provided scholarships for selected persons engaged in medical library work and also appointed and paid for the consultant teachers. It was not found possible to repeat either of these courses in 1966.

In 1967, Beirut College for Women planned to hold a school librarians' workshop for eight weeks in July and August, emphasizing the use of books in education, the stimulating of reading and the organization of school libraries - but this had to be postponed. In view of this plan, the American University decided once again not to hold its summer courses, though it hopes they may be resumed in future years. As it turned out, the political situation rendered necessary the suspension or postponement of most summer activities in 1967 - particularly those designed for an international clientele.

Article by Francis L. Kent
Taken from Unesco Bulletin for Libraries

Institute on
"INTERNATIONAL LIBRARY MANPOWER:
Education and Placement in North America"
Detroit - June 26-27, 1970

Education for Librarianship - LIBYA (Incomplete)

BACKGROUND INFORMATION

1. Population 1,738,000

2. Compulsory Education 6-12

3. Duration 6

4. Entrance Age 6

5. School Enrollment Ratios

   Unadjusted School Enrollment Ratios:

   A. First Level 46

   B. Second Level 28

   C. First and Second Levels 41

   Adjusted School Enrollment Ratios:

   First and Second Levels 51

6. Education at Third Level (1966)

   A. Teaching Staff 252

   B. Students 2,215

   C. Number of students per 100,000 inhabitants 132

7. Libraries	(1966) c	Volumes
A. National	- -	- -
B. University	3	40,000
C. School	9	160,000
D. Special	18	- -
E. Public	9	34,000

UNESCO Statistical Yearbook 1968. Paris, 1969

Institute on
"INTERNATIONAL LIBRARY MANPOWER:
Education and Placement in North America"
Detroit - June 26-27, 1970

Education for Librarianship-MEXICO

Fact Sheet prepared by Carmen Rovira

Population	48,600,000	Capital:	Mexico City

Educational Structure

Primary education, 6 years. Secondary education: basic cycle of 3 years, in the institutions called secondary schools, and a second cycle of 2 years in the preparatory schools leading to the degree of Bachelor of Sciences or Humanities. The federal government, through the Secretariat of Public Education, has the responsibility for all levels of education except universities; the state governments support some primary, secondary, and teacher-training institutions; the municipalities support some primary schools.

Higher education. There are over 50 universities in Mexico, but the National Autonomous University of Mexico (UNAM) in Mexico City enrolls about 50% of all students in the country. The Secretariat of Public Education also maintains some professional schools at this level, among them a school of librarianship and archives.

Education for Librarianship

UNAM created in 1956 a College of Librarianship and Archives as part of its Faculty of Philosophy and Letters. It offers training in librarianship or in archives management, and up to 1967 it granted the degrees of "Licenciado" after 3 years of study, and of "Maestro" after 4 years. Since 1967 it offers the "Licenciatura" with 48 credits, the "Maestría" after adding 2 seminar credits and a thesis, and the "Doctorado" with 12 more credits at the post-graduate level. A Bachelor of Sciences or Humanities degree is required for admission. For many years this school graduated very few students, but their number has increased lately. To our knowledge, no Doctor's degrees have yet been granted.

The Secretariat of Public Education established in 1945 the National School of Librarians and Archivists in Mexico City. Studies lead to the degree of Library Technician after 2 years, and of Master in Librarianship after 3 years' study, and a thesis. Entrance requirements for the degree of Library Technician is the certificate of 3 years of secondary schooling; but for the Master's degree a Bachelor or Normal School certificate is needed. Enrollment figures are much higher than at the University school, more than half of it for the first degree. In the first 20 years of the school's existence, only two persons had received the Master's diploma, although 21 more had finished the course work, but not the thesis.

Brief Comparison with other Professions

The Mexican Library Association and some international organizations feel that Mexico is ready for a graduate school of library science, and are promoting its creation, probably outside the UNAM. Although the number of university graduates in librarianship is small, many Mexican librarians have studied abroad and the profession is slowly gaining the proper recognition.

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Institute on
"INTERNATIONAL LIBRARY MANPOWER:
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Detroit - June 26-27, 1970

Education for Librarianship-MOROCCO (Incomplete)

BACKGROUND INFORMATION

1. Population 14,140,000

2. Compulsory Education --

3. Duration --

4. Entrance Age 6

5. School Enrollment Ratios

    Unadjusted School Enrollment Ratios:

    - A. First Level 32
    - B. Second Level 15
    - C. First and Second Levels 27

    Adjusted School Enrollment Ratios:

    - First and Second Levels 38

6. Education at Third Level (1967)

    - A. Teaching Staff 354
    - B. Students 10,505
    - C. Number of students per 100,000 inhabitants 74

7. Libraries	(1964)	Volumes
A, National	1	192,000
B. University	9	88,000
C. School	-	---
D. Special	-	---
E. Public	18	---

UNESCO Statistical Yearbook 1968. Paris, 1969

Additional Information

A letter dated 19 June 1967 from the Moroccan Embassy in Beirut informs the author that since there is no library school in Morocco, and no training facilities, it is not possible to make any assessment of the professional status of librarians in that country.

Taken from Unesco Bulletin for Libraries

Institute on
"INTERNATIONAL LIBRARY MANPOWER:
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Detroit - June 26-27, 1970

Education for Librarianship-NIGERIA

Fact Sheet prepared by Irving Lieberman

Nigeria, once made up of four regions, is today a country of 12 autonomous states. In his "political blueprint" published in 1945, the former President of the Federal Republic of Nigeria, Dr. Nnamdi Azikiwe advocated the division of Nigeria into eight states. In 1947, the vice-chairman of the Federal Executive Council, Chief Obafemi Awolowo, also suggested that 40 states be created in Nigeria in his book titled "Path to Nigerian Freedom." Before the attainment of political independence in 1960, the British Government appointed the Willink Commission (1958) to investigate the fears of minorities in the old three regions--fears based on domination by the individual majority groups.

The 12-state structure provides a new Nigerian Federation. Each state is under a Military Governor appointed by the Head of the Federal Military Government. Each Military Governor is a member of the Supreme Military Council headed by the Head of State, Major-General Yakubu Gowon.

The administration of each of the 12 states has begun in earnest to pursue and finance viable economic and educational programs for the uplifting of their states within the framework of a united Nigeria.

STATES AND CAPITALS (POPULATION)

STATES	CAPITAL	AREA	POPULATION
Lagos	Lagos	1,381	1,443,000
Western	Ibadan	29,100	9,488,000
Mid-Western	Benin City	14,922	2,536,000
East-Central	Enugu	11,548	7,469,000
Rivers	Port Harcourt	6,985	1,545,000
South-Eastern	Calabar	10,951	3,381,000
Kware	Ilorin	28,672	2,399,000
North-Western	Sokoto	65,143	5,734,000
North-Central	Kaduna	27,108	3,878,000
North-Eastern	Maiduguri	105,025	7,793,000
Benue-Plateau	Jos	39,204	4,230,000
Kano	Kano	16,630	5,775,000

Nigerian education follows the traditional British system and has been developed largely by missionary societies and voluntary agencies working under government grants and inspection. In 1963, about 2.7 million Nigerian children were attending school at the primary level, 218 thousand students were enrolled at the secondary level, and fewer than 4,000 were enrolled at the University level.

Education is not compulsory at any level. Schools are regulated and inspected by the States and operate under a system of government grants but they may be managed by either the state, local education authority, missions, other non-government bodies (called voluntary agencies) or by private individuals. A syllabus provided by the states is followed in the primary schools. Successful candidates receive the Primary School Leaving Certificate.

The academic secondary school program is usually 5 years duration. The final secondary school examinations are administered by the West African Examinations Council; successful candidates are awarded a West African School Certificate (grades 1, 2, or 3). Some secondary schools offer two further years leading to the Higher School Certificate Examination. Students holding the Higher School Certificate may in some instances be exempted from the first year of university studies.

The first major educational manpower study was completed in 1962 under the direction of Sir Eric Ashby and an international commission. As a result of this study, Nigerian authorities are focusing attention on the development of secondary education teacher training and higher education in addition to colleges which prepare teachers for primary education, there are now five advanced teachers' colleges in the country (duration of the course three years) and five universities. Four of the institutions of higher learning have been established since 1960. These institutions of higher learning are Ahmadu Bello at Zaria, University of Nigeria at Nsukka, University of Lagos at Lagos, University of Ibadan at Ibadan, and the University of Ife at Ile-Ife.

Library education is available as a professional program at two institutions, the University of Ibadan and Ahmadu Bello University. In the latter there are three programs; namely, (1) secondary school graduates, (2) University undergraduates and (3) University graduates. At Ibadan the program is entirely for graduate students culminating in a Diploma after one year of study, a Master's after two years of study and a Doctorate after three years of study. A new Certificate in Library Studies for intermediate staff who meet the secondary school certification mentioned above and have been employed in approved libraries, will be offered 1970-1971.

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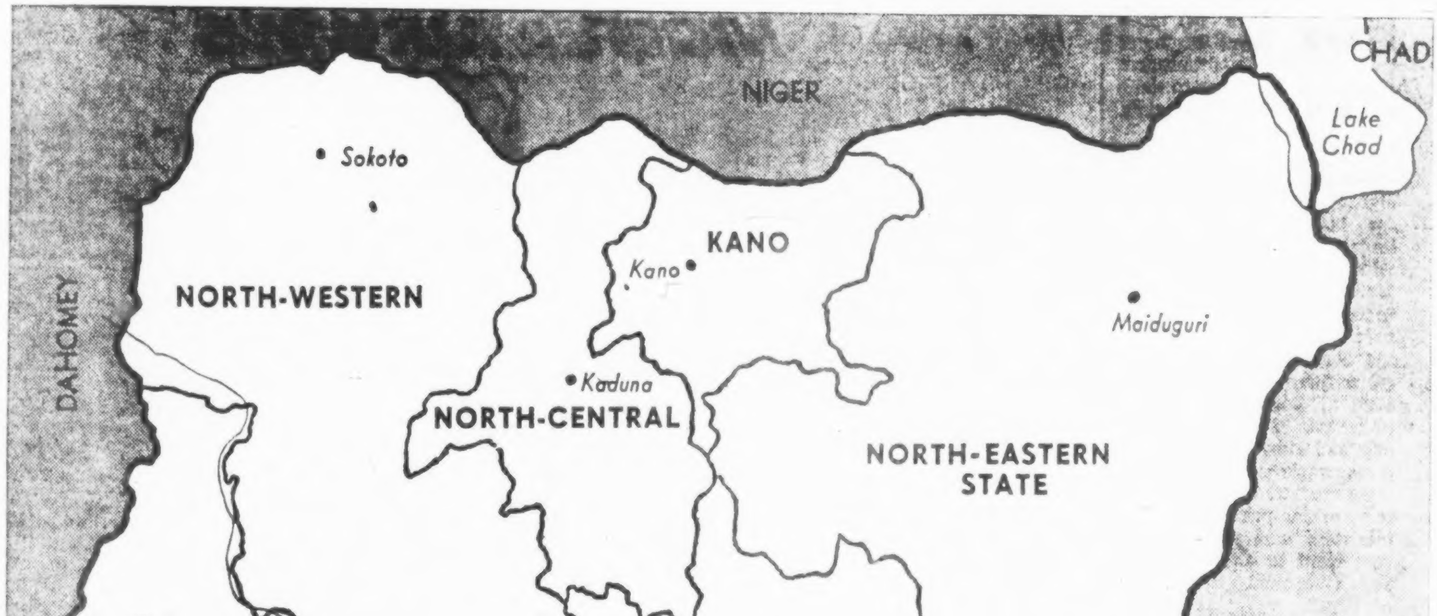
THE 12 STATES OF NIGERIA

NIGER
CHAD
Lake Chad
DAHOMEY
Sokoto
NORTH-WESTERN
KANO
Kano
Maiduguri
Kaduna
NORTH-CENTRAL
NORTH-EASTERN STATE
Ilorin
KWARA
Jos
Niger River
BENUE-PLATEAU
WESTERN
Ibadan
Benue River
CAMEROON
LAGOS
Lagos
Benin
Enugu
EAST-CENTRAL
MID-WEST
SOUTH-EASTERN
BIGHT OF BENIN
RIVERS
Calabar

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Detroit - June 26-27, 1970

Education for Librarianship -- PAKISTAN

Fact Sheet prepared by Dr. Anis Khurshid
and Naimuddin Qureshi

Education in Pakistan is primarily the administrative responsibility of the Provincial Governments, while the Ministry of Education is the over-all coordinating, policy-making and advisory authority. The Ministry of Education formulates policy and coordinates educational activities in consultation with various advisory bodies, such as the Advisory Board of Education, the Inter-University Board, and the Council of Technical Education. There are separate departments of education in East and West Pakistan. The Schools and Intermediate Colleges are administered by the respective Directorates of Education. The educational structure consists of: primary (five years); the secondary (6-10 years); the higher secondary or intermediate (classes 11 & 12); higher education (Degree Colleges and Universities, which offer Master's Degree courses and Doctoral program in some subjects.) The vocational education is provided in the various technical institutions, and in the purely vocational schools and colleges. The degree colleges are affiliated with the universities of that region.

Urdu and Bengali are the two national languages in West Pakistan and East Pakistan respectively, while English has the position of an official language. The medium of instruction in the schools is Urdu in West Pakistan and Bengali in East Pakistan. In colleges and universities, the medium of instruction is English, which is going to be changed very soon in the two national languages. According to the 1961 Census, the literacy percentage was 19.2. There are about 61,000 primary and 9,000 secondary schools, 400 arts and science colleges, 130 teachers' training institutions, 44 polytechnics, and 12 universities, including 2 engineering and 2 agricultural universities. A Commission on National Education was appointed in 1958. Since 1960, educational development has been guided largely by the result of that Commission's work.

The development of library education in Pakistan has been on three gradual stages. From 1948 to 1956, there were only certificate courses, and from 1956 to 1962, the Post Graduate Diploma Courses were offered. In 1962, Master's Degree program was introduced and in 1968, the Doctoral program was introduced. The Department of Library Science at the University of Karachi is the largest library school in Pakistan. Here the Post Graduate Diploma Course was started in 1956, the Master's Degree Program in 1962 and Doctoral program in 1968. It has a faculty of 3 full-time and six part-time lecturers. The University librarian is also the Head of the Library Science Department. The Department of Library Science at the University of Dacca, which started the Post Graduate Diploma course in 1959, and Master's Degree program in 1962, is the only Library School in East Pakistan offering courses at the Post Graduate level. It has a faculty of 2 full-time and 11 part-time lecturers.

The Library School at the University of Panjab is considered to be the oldest Library School, where an American librarian Asa Don Dickinson started the undergraduate certificate course in Librarianship in 1915, which was three years earlier than the University course in London. This course was raised up to the graduate level in 1928, but it was discontinued in 1947. In 1950, this course was restarted. Here the Post Graduate Diploma Course was started in 1959. It has a faculty of two full-time and two part-time lecturers. The University of Peshawar is the fourth university, where the Post Graduate Diploma Course was started in 1962. It has a faculty of three part-time lecturers.

The Library Science Departments in these universities are part and parcels of the university libraries. The University Librarian is also the Head of the Library Science Department. There are no separate libraries for the Library Science Departments, and the library science collections are in the main library. The professional organizations which are offering undergraduate short term certificate courses are: Karachi Library Association (since 1952 of 4 months duration); East Pakistan Library Association (since 1958 of 4 months duration); Pakistan Bibliographical Working Group (since 1960 of 6 months duration--Diploma course in special librarianship and Bibliography); and West Pakistan Library Association (since 1962 of 6 months duration). The Society for the Promotion and Improvement of Libraries has organized various workshops (1-2 weeks duration) in different cities of West Pakistan since 1961 and has awarded certificate of attendance. Since 1965, the Jamia Talim-e-Milli, at Karachi, with the cooperation of the Karachi University Library Science Department, has been offering a certificate course of six weeks duration for the school librarians. From 1969, the duration of course has been increased to three months.

In Pakistan, proper recognition has not been given to the library profession. The status and salaries are very low in comparison with other professions. The salary of a school librarian is lower than a school teacher, the salary of a college librarian is lower than the lecturers, and same is the case in the universities, except the Karachi University, where the Librarian, Deputy Librarian and Assistant Librarian have been given the faculty status, while the other professional staff has not been given the same status as of lectureres. In very few government departments and private organizations, the librarians are getting good salaries, otherwise they are getting very poor salaries. The professions such as Medicine, Engineering, Law, etc., are better paid than the librarianship. Therefore, the capable students go to the Medical, Engineering and other professional schools. Since there is a shortage of professional schools, so the other students go to the universities, to get degrees in science and social science and other subjects. Above all the status of the librarians needs to be raised if sufficient number of trained persons are to be attracted to this profession.

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Education for Librarianship-PANAMA

Fact Sheet prepared by Carmen Rovira

Population	1,372,000	Capital:	Panama City

Educational Structure

Primary education, 6 years; secondary education, a first cycle of 3 years, and a second cycle of 3 years, which for academic subjects is taken at the "liceos," awarding the degree of "Bachiller".

Higher education. Two universities: the University of Panama, public and autonomous, but under the responsibility of the Ministry of Education, and the University of Santa Maria la Antigua, a private Catholic institution. The largest Faculty at the University of Panama is that of Philosophy, Letters and Education, with over one-fourth of the total university enrollment. The Faculty of Medicine offers the Doctorate after 7 years of study; all other Faculties offer the "Licenciatura" after 4 to 6 years of study. They are: Public Administration and Commerce, and Natural Sciences and Pharmacy (4 years); Law and Political Science, Philosophy, Letters and Education, and Engineering (5 years); and Architectura (6 years). The University also has some professional schools, such as journalism, nursing, etc.

Education for Librarianship

The Library School at the University of Panama was created in 1941 and functioned regularly until 1945, when it became a summer school until 1949. It was closed from 1949 to 1952, and from 1952 to 1956 it functioned again as a summer school. Regular' courses have been operating since 1956. The School gives a Certificate in Librarianship after 3 years, a "Licenciatura" or a degree of Professor Librarian after 5 years. The School of mostly oriented towards school librarianship. Requirements for admission are completion of the "Bachillerato" or a Normal School diploma.

Brief Comparison with other Professions

It would appear from the above that the librarian is considered at the same level as the teacher, but it is not always so. Proximity to the Canal Zone and close relationship with American librarians there through a common library association has had a beneficial effect on Panamanian librarianship.

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Education for Librarianship-PARAGUAY
Fact Sheet prepared by Carmen Rovira

Population	2,231,000	Capital:	Asunción

Educational Structure

Primary education, 6 years. Secondary education divided in 2 cycles of 3 years each: the first is basic and common to all, the second is divided into humanities, commercial, teacher training, and technical.

Higher education. The two universities of the country are in the capital: the National University of Asunción, and the Nuestra Señora de la Asunción Catholic University.

Education for Librarianship

For some years in the early 1960's the Paraguayan Library Association (ABIPAR) and the Paraguayan School of Public Administration offered courses, with a 2-year curriculum, but they were discontinued. No official degrees were granted. A Library Institute was later organized at the School of Administration of the Faculty of Economics at the National University, with 3 Americans as professors, and a course was given from April to December, 1968. Plans have been announced for the establishment of a regular Library School at the University, to be organized by Gaston Litton, University librarian.

Brief Comparison with other Professions

No comparison is possible at this time.

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Education for Librarianship-PERU

Fact Sheet prepared by Carmen Rovira

Population 12,772,000 Capital: Lima

Educational Structure

Elementary education, 6 years. Secondary education: basic cycle of 3 years, and second cycle of 2 years with specialization.

Higher education. The increase of higher education in the last few years can be measured by the fact that in 1957 there were 8 universities in the country, and in 1967 their number had reached 32, although some of them are universities in name only. Many are public, some are private, and all are autonomous. Universities are organized into faculties, schools, institutes, sections, departments, etc., but without any uniform meaning of these terms. They award the degrees of Bachelor or Doctor, sometimes combined with professional degrees. The oldest and most important institution is the National University of San Marcos, in Lima.

Education for Librarianship

Peru has a National School of Librarians, created in 1943 mainly to train librarians for the National Library, being rebuilt at that time after the fire that destroyed it. An international faculty composed of several Americans and one Cuban librarian taught there for the first year. Graduates from that first course took over the professional positions at the Library, and the teaching at the School. A secondary degree plus an entrance examination are required for admission. The curriculum was expanded from one to two years, and in 1962 to 3 years, leading to the diploma of "Librarian". The Library School continued to be attached to the National Library, both under the same Director, but for some years there have been plans to raise it to full university level as part of a university. This has just been done: the Library School has been closed for a year and beginning in 1971 it will start functioning as part of the National University of San Marcos.

Brief Comparison with other Professions.

Peru has been the only country in Latin America where library education was totally outside the university. However, the library school had a prestige of its own, especially during the first years, and the level of training was generally high. With the incorporation to the University it may be hoped that it will become even better.

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Education for Librarianship-PHILIPPINES
Fact Sheet prepared by Raynard Swank

Educational Structure

College and university education is both public and private, many of the private institutions being operated for profit.

Follows in general the U.S. pattern. Four year college programs leading to a bachelor's degree, after 12 years of elementary and secondary education.

Graduate programs now being developed in the better institutions, notably the University of the Philippines. Large numbers of faculty now being educated at doctoral level in the U.S. and elsewhere. Library resources for research have been greatly expanded at the UP in recent years.

Education for Librarianship

Formal library education began at the University of the Philippines as early as 1914.

Undergraduate majors in librarianship are now offered by some 17 schools, notably by the UP, Far Eastern University, University of the East, and Santo Tomas University.

Graduate programs are offered by the UP (since 1961) and Santo Tomas.

From 1916-59 the UP graduated 212 students as undergraduate majors; 53 received the professional degree of B.S.L.S.; and 72 studied library science as a minor subject.

In 1969-70 a total of 138 students were enrolled in the library school at UP--90 in the graduate program, 24 in the undergraduate program, and 24 in special programs.

Admission to the graduate program at UP requires the bachelor's degree in arts or sciences. Undergraduate subject specialization does not need to be in library science.

Requirements at UP for the M.L.S. degree are 30 semester hours of formal courses-- 18 to 24 in library science and the rest in cognate subjects--and six semester hours for thesis research and writing. Also required are an academic year of residence, a reading knowledge of one modern foreign language, and a comprehensive written and oral examination on all course work in the student's area.

The UP library school staff in 1966 included four full-time and two part-time faculty, and three student assistants. Its special library contained about 5,000 volumes and a children's collection. The school is located on the third floor of the main library building.

Many library school teachers in the Philippines are graduates of American library schools, a few with doctorates. The curricula in general follow the American model, although efforts are being made to modify the curricula along indigenous lines--that is, to Filipinize library education.

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Education for Librarianship-SAUDI ARABIA (Incomplete)

BACKGROUND INFORMATION

1. Population 6,990,000
2. Compulsory Education 6-12
3. Duration 6
4. Entrance Age 6
5. School Enrollment Ratios

   Unadjusted School Enrollment Ratios:

   - A. First Level 15
   - B. Second Level 5
   - C. First and Second Levels 12

   Adjusted School Enrollment Ratios:

   - First and Second Levels 15

6. Education at Third Level (1966)
   - A. Teaching Staff 286
   - B. Students 1,893
   - C. Number of students per 100,000 inhabitants 28

7. Libraries

Libraries	(1964)	Volumes
A. National	1	20,000
B. University	10	100,000
C. School	371	190,000
D. Special	15	46,000
E. Public	13	71,000

UNESCO Statistical Yearbook 1968. Paris, 1969

Additional Information

A four-month training program for librarians has been established by the Institute of Public Administration in Rizadh. It is designed to train assistant librarians.

A Directorate-General for Libraries exists in the Ministry of Education. Its main functions are to encourage the development of public and school libraries and to maintain and improve standards.

Persons intending to study library science must complete their high school career and gain the high school general certificate, which entitles them to enter a university or pursue higher studies.

The Ministry holds summer institutes in library science in which special emphasis is placed on practical work. These run for periods of two or three months and consist of three main courses: history of libraries, general library science, cataloguing and classification. The Ministry may also send some of it staff to attend summer institutes in other Arab countries. Selected students may be sent to overseas library schools to gain their master's or doctor's degrees.

Salaries paid to librarians are based on qualifications and experience; librarians in government service are paid on the same scale as other government officials with equal responsibility and equivalent professional background.

Article by Francis L. Kent

Taken from Unesco Bulletin for Libraries:

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Education for Librarianship-SUDAN (Incomplete)

BACKGROUND INFORMATION

1. Population 14,355,000

2. Compulsory Education ---

3. Duration --

4. Entrance Age 7

5, School Enrollment Ratios

Unadjusted School Enrollment Ratios:

A. First Level 13

B. Second Level 7

C. First and Second Levels 11

Adjusted School Enrollment Ratios:

First and Second Levels 14

6. Education at Third Level (1965)

A. Teaching Staff 737

B. Students 7,701

C. Number of students per 100,000 inhabitants 57

7. Libraries	(1960)	Volumes
A, National	--	---
B. University	3	107,000
C. School	350	183,000
D. Special	12	40,000
E. Public	16	65,000

UNESCO Statistical Yearbook 1968. Paris, 1969

Additional Information

The Department of Archives & Librarianship of the Islamic Univ. of Omdurman will offer in 1970, for the first time, a complete degree program. Since 1967 three of the professors at Cairo University Department of Librarianship and Archives have been helping to develope the Omdurman along the Egyptian experience.

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Education for Librarianship-SYRIA (Incomplete)

BACKGROUND INFORMATION

1. Population 5,652,000

2. Compulsory Education 6-12

3. Duration 6

4. Entrance Age 6

5. School Enrollment Ratios

   Unadjusted School Enrollment Ratios:

   A. First Level 45

   B. Second Level 38

   C. First and Second Levels 43

   Adjusted School Enrollment Ratios:

   First and Second Levels 54

6. Education at Third Level (1966)

   A. Teaching Staff 827

   B. Students 31,938

   C. Number of students per 100,000 inhabitants 590

7. Libraries

	(1966)	Volumes
A. National	--	---
B. University	2	90,000
C. School	--	---
D. Special	8	26,000
E. Public	29	288,000

UNESCO Statistical Yearbook 1968. Paris, 1969

Additional Information

There are no training facilities in Syria, but the Ministry of Education gives scholarships to candidates holding the baccalauréat, 2ème partie, for studying library science in other Arab States or overseas. In order to meet its own needs, it also sends candidates holding university degrees to study outside Syria for the master's degree or the doctorate. It is considered that the holder of the baccalauréat, 2ème partie, will need four years' further study to reach the bachelor's level and five to reach the master's.

A person holding a degree in library science or documentation will enter government service at a grade equivalent to that given to persons holding similar degrees in other fields such as science or literature. Qualified librarians are treated like all other government employees in respect of promotion, indemnity and retirement.

Taken from Unesco Bulletin for Libraries

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Education for Librarianship -- TAIWAN (FORMOSA)

Fact Sheet prepared by David K. Berninghausen

About ninety miles off the southeast coast of China is the island known as Taiwan by Chinese-speaking people. Under Japanese control from 1895 to 1945, the impact of a Japanese educational system is still apparent. Although libraries are not flourishing, most Americans who visit Taiwan are astonished to find that this island's agriculture, business and industry, and education are far ahead of all other Asian countries except Japan.

From my own observations in 1962-1963, as a visiting professor, it is clear that some of the very most intelligent young people in Taiwan choose to study library science. Unfortunately, although their services are badly needed in Taiwan, very few positions for people with high abilities are available.

In a survey of 1964 Mr. Yung-hsiang Lai of National Taiwan University found that the total number of library workers was estimated at 1,200 or more, of whom only 13 had received graduate professional training, 73 had followed an undergraduate library science major program, and 266 had taken part in workshops. He also found that between 1949 and 1964, 419 Chinese students had been graduated from 44 American library schools and that 153 more would be graduated in 1964-1966. (In 1961 there were 36 Taiwanese in American library schools; 102 in 1962, 173 in 1963, 188 in 1964, 166 in 1966).

Dr. Tsien of the University of Chicago has described the problem of finding competent scholars of classical Chinese to act as curators of Far Eastern collections in America. He indicated that few of the Chinese who enter American graduate library schools have the necessary qualifications of 1) reading both modern and classical texts, and in the correct use of its romanization; 2) a good background in the literature, history, and culture of the area; 3) competence in technical procedures for American libraries in general and for Far East Asian collections in particular. Professor Lai thinks there is hope of meeting this need by a proposed graduate library institute allowing students to combine oriental studies with professional library education, which would be a departure from the usual pattern in Taiwan education today.

As in law and medicine, up to the present time, professional library education has been at the undergraduate level. However, Dr. Chiang Fu-tsung, Director of the National Museum, and Professor Lai see a growing tendency to regard as fully professional only those occupations which require graduate study. A graduate library "institute" program will provide this.

At present, two universities, the National Taiwan University and the Taiwan Normal University, both in Taipei, provide comprehensive library education at the undergraduate level. At the World College of Journalism there is a junior college program and also an evening extension program to provide junior library staff.

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Education for Librarianship -- THAILAND
Fact Sheet prepared by Margaret I. Rufsvold

Educational Structure

The Royal Thai Government in Bangkok is responsible for education in Thailand and consistently spends over seventeen per cent of total government expenditures on education--one of the highest percentages in South and East Asia. Since 1921, education has been compulsory for all children ages seven to fourteen years.

On October 1, 1966, the administrative responsibility for elementary education (grades 1-7) was transferred from the Ministry of Education to the Ministry of Interior. The Ministry of Education continues to be responsible for professional aspects of elementary education and has total responsibility for secondary education (lower, grades 1-3; upper, grades 4-5), vocational education, physical education, adult education, fine arts and religious education, teacher training and the development of educational materials.

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*This report is based upon the author's experience in Thailand in 1955-56 and in 1964; information from the articles cited in the attached bibliography and the catalogs of Chulalongkorn University and the College of Education; information gathered by Professor Haynes McMullen in Bangkok in December 1969; and conversations with Dr. Bhuntin Attagara, Director of Teacher Training, Ministry of Education and Dr. Bueres Kamthong, Rector of Chiengmai University, during their visit to Indiana University on April 21, 1970.

The National Education Council, established in 1959, serves as the coordinating agency for education at all levels and is, in a sense, the chief central authority for all Thai universities, each of which has its own university council, chaired by the Prime Minister. Institutions of higher education in Thailand are: Chulalongkorn University, Thammasat University, Kasetsart University of Agricultural Sciences and Home Economics, the University of Fine Arts, the University of Medical Science, SEATO Graduate School of Engineering, and the College of Education--all located in Bangkok. Since 1964, three regional universities have been established at Chiengmai (north), Khon Kaen (northeast), and Songkla (south). The College of Education, Prasarn Mitr, established under the Ministry of Education in 1954, now has seven branches and trains ninety-five per cent of the teachers of Thailand at all levels.

Education for Librarianship in Institutions of Higher Education

The first formal library education in Thailand began at Chulalongkorn University in 1951-52 when Mrs. Frances Lander Spain, a Fulbright lecturer, offered three basic library science courses. By 1955 this program had been increased to six courses which were reorganized into a department of library science in the Faculty of Arts. Presently there are three curricula: one leading to the bachelor's degree in library science, one leading to a diploma, both in the Faculty of Arts, and one established in 1964 leading to the master of arts degree in the Graduate School.

Thammasat University established an undergraduate program in the Faculty of Arts in 1964, leading to the degree bachelor of arts in library science.

The College of Education, Prasarn Mitr, offers two post-graduate programs: the Specialist Program established in 1965 (one year of work following the bachelor's degree) and the Master's Program started in 1967 (two years of work). Most graduates of these programs are employed in teacher training colleges; there are twenty-seven of these in Thailand, exclusive of Prasarn Mitr

The University of Chiengmai now occupies a new central library building and is reported to be offering undergraduate courses in library science this year.

With the exception of Thammasat University which has a core of full-time faculty members, instruction in library education programs in Thailand is given by librarians who are part-time lecturers. The head librarians who direct the programs and a majority of those engaged in teaching hold degrees from American library schools. Therefore, the programs taken by Thai students are very similar to American programs, except for the addition of Thai cataloging and literature and the absence of library automation and information science.

Brief Comparison with Other Professions

Librarians in colleges and universities are obliged to teach part-time in order to qualify for lecturer status, salary, and promotion opportunities. School librarians are recognized as full members of the faculty with the same status as that of teachers with equivalent training and experience, and are not required to teach in order to qualify for promotion and salary increases. Professional recognition has not been given to personnel in public libraries, and it is, therefore, difficult to recruit for these libraries. Most public library employees have received their training through workshops, conferences, and in-service programs conducted by the Thai Library Association under the auspices of the Ministry of Education. The status of special librarians varies, but is generally quite high for those persons with degrees from abroad. Among these, the director of the National Library and the director of library services at the National Institute for Development Administration (the only Thai librarian with a Ph.D. degree from an American library school) rank among the highest government officials.

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Education for Librarianship- TUNISIA (Incomplete)

BACKGROUND INFORMATION

1. Population 4,560,000

2. Compulsory Education 6-15

3. Duration 6

4. Entrance Age 6

5. School Enrollment Ratios

   Unadjusted School Enrollment Ratios:

   - A. First Level 61
   - B. Second Level 25
   - C. First and Second Levels 51

   Adjusted School Enrollment Ratios:

   First and Second Levels 64

6. Education at Third Level (1966)

   - A. Teaching Staff 286
   - B. Students 5,903
   - C. Number of students per 100,000 inhabitants 132

7. Libraries	(1966)	Volumes
A. National	1	650,000
B. University	16	52,000
C. School	- -	- - -
D. Special	- -	- - -
E. Public	139	308,000

UNESCO Statistical Yearbook 1968. Paris, 1969

Additional Information

A Tunisian Association of Documentalists, Librarians and Archivists was officially established in January 1966 with the aims of linking all persons engaged in the three branches of the professions, defending their professional interests, promoting training of personnel and the study of technical developments, and collaborating with international organizations. The first issue of the quarterly bulletin of the Association was for January-March, 1966. This brings to fruition earlier attempts to found a Tunisian Library Association which were only partially successful.

A course in documentation was held in the French language at the Institut Ali Bach Hamba, Tunis, from September 1955 to February 1966, including classes in document analysis, punched cards and automation, systems of classification, and organization of a documentation centre.

Taken from Unesco Bulletin for Libraries:

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Education for Librarianship - TURKEY

Fact Sheet prepared by Dr. Osman Ersoy

Educational Structure

Information on the structure of the Turkish education system is given in the attached diagram.

A. Primary education in Turkey is compulsory for children between the ages of 7 and 14.

B. Lycee education gives a general cultural background to prepare the students for higher education.

C. There are eight universities in Turkey. Undergraduate education in most of the faculties is for four years but in some disciplines, such as medicine and engineering, it may be as much as six years. Only two universities, Hacettepe and M.E.T.U. have graduate level courses. Some faculties of the older universities are now considering graduate courses. One example is Ankara University, Faculty of Letters.

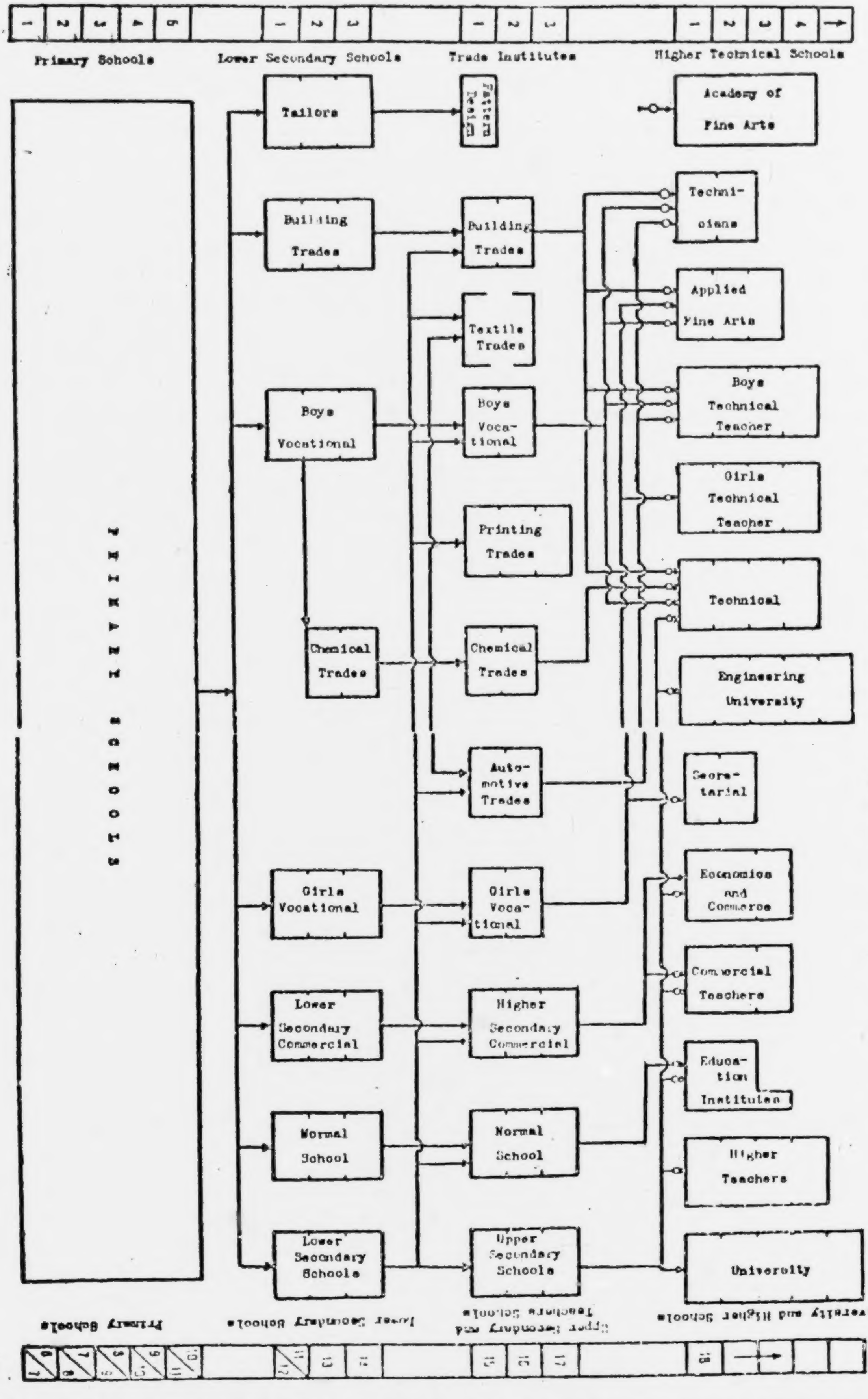
Education for Librarianship within this System

There are two Chairs which offer education in librarianship in Turkey, namely Ankara University, Faculty of Letters, Chair of Library Science and Istanbul University, Faculty of Literature, Chair of Library Science. These are both four-year undergraduate courses following Lycee graduation. Graduates receive a Lisans Diploma which is equivalent to a Bachelor Degree in the U.S.A. Hacettepe University is now planning to start a Library School at graduate level.

Brief Comparison with Other Professions

Librarianship is a comparatively young profession in Turkey. As the two library schools mentioned above cannot produce enough graduates to fill the positions available, a large number of untrained librarians are employed. Unlike the medical, legal and engineering professions, there is no law to prevent this.

Librarianship ranks on about the same level as teaching in Turkey but unlike teachers, librarians can select their place of work.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Primary Schools
1 2 3
Lower Secondary Schools
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Trade Institutes
1 2 3 4
Higher Technical Schools
PRIMARY SCHOOLS
Tailors
Pattern Design
Academy of Fine Arts
Building Trades
Building Trades
Technicians
Textile Trades
Applied Fine Arts
Boys Vocational
Boys Vocational
Boys Technical Teacher
Girls Technical Teacher
Printing Trades
Chemical Trades
Chemical Trades
Technical
Engineering University
Automotive Trades
Secretarial
Girls Vocational
Girls Vocational
Economics and Commerce
Commercial Teachers
Lower Secondary Commercial
Higher Secondary Commercial
Education Institutes
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The Present Turkish School System

Institute on
"INTERNATIONAL LIBRARY MANPOWER:
Education and Placement in North America"
Detroit - June 26-27, 1970

Education for Librarianship-U.A.R. (Incomplete)

BACKGROUND INFORMATION

1. Population 30,907,000

2. Compulsory Education 6,8-12,15

3. Duration 6

4. Entrance Age 6

5. School Enrollment Ratios

   Unadjusted School Enrollment Ratios:

   A. First Level 46

   B. Second Level 34

   C. First and Second Levels 43

   Adjusted School Enrollment Ratios:

   First and Second Levels 53

6. Education at Third Level (1966)

   A. Teaching Staff ---

   B. Students 179,100

   C. Number of students per 100,000 inhabitants 594

7. Libraries	(1965)	Volumes
A. National	1	569,000
B. University	90	1,542,000
C. School	1,024	7,578,000
D. Special	138	690,000
E. Public	93	708,000

UNESCO Statistical Yearbook 1968. Paris, 1969

Additional Information

The Department of Archives and Librarianship at the University of Cairo has revised its program providing for one year of general undergranduate work followed by a three-year library science program leading to a B.A. degree. The B.A. degree in any field qualifies the graduate to apply for the master's and doctoral programs in the Department.

A.L.A. International Relations Office. Libraries in International Development April 1970.

Information compiled by an Egyptian member of the library staff of the American University in Cairo shows that a few additional courses in Arab politics have been included, and also, in the first three years, courses on documentation. For the master's degree (M.L.S.) a minimum grade of 'good' in the B.A. degree in library science is required, together with a year's satisfactory graduate course work, a thesis, and an examination on material related to the thesis. For the Ph.D. in library science, a candidate must have a ranking of 'good' in his work tation orally, Sharify's criticism of this curriculum- to the effect that library administration, work in school and children's libraries, and some aspects of palaeography, archives and the like- still seems to be valid, though there are historical reasons for some of the apparently curious features which have been the subject of criticisms.

Nevertheless, at the time of writing this is the only school in the region, and resolution 3.1 of the Cairo seminar of 1962 has not ceased to apply primarily to it.

3. Professional training and methods

3.1 Member States and Unesco are requested to develop professional training by:

Giving all possible support to library education institutes in the Arab States and especially to the Department of Librarianship and Archives in Cairo University, this being at present the only school of librarianship in the region, in developing a graduate diploma or master's programme open to holders of bachelor's degrees from all the Arab States.

. Developing national training facilities, courses, in-service training and pilot library schools.

Encouraging the preparation or translation of basic guides and textbooks, technical manuals and other professional publications.

. Providing for missions abroad, fellowships and exchanges of personnel.

The National Information and Documentation Centre, Dokki, Cairo, offers courses in English and French of three to four weeks' duration on the organization and operation of documentation centres, with special attention to classification theory, computer applications and modern documentation techniques. Prerequisites of admission are a university degree, experience in documentation work, and knowledge of English or French. No diploma is awarded. Some of these courses are held in collaboration with Unesco.

The Documentation and Research Centre for Education in Cairo, with Unesco assistance, plans to hold a training course for educational documentalists from Arab countries in 1967/68.

Courses and in-service training programmes have also been regularly held by the Arab States Training Centre for Education for Community Development at Sirs-el Layyan (formerly known as the Arab States Fundamental Education Centre), which has in addition conducted library demonstration projects and produced a number of textbooks in librarianship in the Arabic language.

Much attention has been paid not only to the training of librarians for schools but also to the proper use of school libraries. The Cairo library periodical 'Alam al-Maktabat (Library world) published in its issue for May-June, 1961 (vol. 3, no.3) the first instalment of a simplified library training course for students with the subtitle 'How to find your way through your school library'. This periodical has also rendered valuable service by publishing from time to time large sections of the Dewey classification in Arabic. In the issue just mentioned there also appeared (p. 33-5) an English-Arabic list of technical terms used in descriptive cataloguing and recommended for general use in the Arab world. This was compiled by the Lebanese librarians F. Abu Haidar, Y. Dagher and F. Rizk, and submitted by the two first-named to the International Conference on Cataloguing Principles in Paris in October 1961, where, as also in the Cairo Unesco seminar of 1962, it attracted considerable attention. Activities of this kind, though not directly concerned with professional training per se, are nevertheless of great assistance in building up a professional milieu in a region where there are few teachers of library science and almost no textbooks of authority or value. 'Alam al-Maktabat', founded in 1958, remains the only professional periodical in the entire region. This fact, together with the existence of an active library association and library school, helps to explain the pre-eminence of the United Arab Republic in library development and professional status in the Arab world.

The United Arab Republic is still the only Arab State possessing a well-established library association (1946) and a fully-developed library school (1951). The history of what is now the Department of Librarianship and Archives in the Faculty of Arts of the University of Cairo has been admirably written by Sharify and need not be repeated here. It offers a four-year course leading to a B.A. in library science, after which a further year's study is necessary for the M.A. and two more for the Ph. D. Harby and Fahmy list the B.A. courses as given in 1962 and there has been little substantial change since then: details of these courses are shown in the table on the following page.

Article by Francis L. Kent
Taken from Unesco Bulletin for Libraries

INSTITUTE ON
INTERNATIONAL LIBRARY MANPOWER
EDUCATION AND PLACEMENT IN NORTH AMERICA

DETROIT, June 26-27, 1970

EDUCATION FOR LIBRARIANSHIP - UNITED KINGDOM

Fact Sheet prepared by

Frank N. Hogg

Principal
College of Librarianship Wales
Visiting International Professor 1969 - 70
Graduate School of Library
and Information Sciences

University of Pittsburgh

THE UNITED KINGDOM (Britain)

LOCATION

An island country off the northwest coast of Europe, the United Kingdom lies between the Atlantic Ocean and the North Sea. It includes Great Britain (England, Scotland, Wales), the northern part of Ireland, and various small islands.

SIZE AND POPULATION

The United Kingdom has a total land area of approximately 94,200 square miles, which is approximately the size of Oregon. England is somewhat smaller than Illinois; Scotland about the size of Maine; Wales the size of New Jersey; Northern Ireland a little larger than Connecticut. Of the total population of c55 million, four-fifths live in England -- a land with many more people per square mile than the U. S. Scotland has c5.3 million people, but most of them are concentrated in a small coastal and urban belt.

CAPITAL CITY

London, on the Thames River, is the country's largest urban center, the population of the London metropolitan area (including suburbs) contains at least 14 million people. London is famous for many buildings symbolizing British history and tradition, e.g. Westminster Abbey, the Tower of London, the Houses of Parliament. Modern urban transportation facilities include trolley buses and subway (which the British call "the underground").

OTHER MAJOR CITIES

In England, Birmingham, Manchester, Sheffield, Leeds, and Bristol are big manufacturing cities. The shipping center of Liverpool is on England's west coast; the shipbuilding and coal port of Newcastle-upon-Tyne is up on the east coast. In Scotland, the two key cities are: Glasgow in the west, with over one million people; Edinburgh in the east, is the historic Scottish capital. In Wales, the largest city is the port of Cardiff. In Northern Ireland, Belfast is the major city and capital.

LANGUAGE

English is the common tongue of all people, though a number of the Irish, Scots, and Welsh are bilingual in Irish/English, Gaelic/English, or Welsh/English.

LITERACY

There is almost no illiteracy.

EDUCATION

The educational system combines some centralized direction with much local responsibility. Schooling is compulsory throughout the U.K. from 5 - 15 years of age. This is expected to change to 5 - 16 years of age soon. Many children stay on, especially in the grammar schools until they reach 18 years of age. Englands' famous independent boarding schools are relatively few in number; the vast majority of children attend schools supported by local authorities. Generally children attend Primary School from 5 - 11 years of age and then Secondary School. The system of secondary education is in the process of change and the previously established tripartite secondary system of grammar schools, technical schools and secondary modern schools, is being reorganized in some areas to form comprehensive schools.

HIGHER EDUCATION

University education in Britain is of a very high standard and although in recent years several new Universities have been established and older Universities greatly enlarged, places are still very limited. In total there are now about 50 Universities and the Government has recently designated about 30 other major higher educational establishments called Polytechnics. Generally speaking, the polytechnics have been formed in an area by amalgamating several important local colleges.

The Universities offer courses for undergraduates and post graduates and award degrees to successful students. Degrees range from baccalaureate to doctoral. The Polytechnics generally are now offering many courses, but especially of a vocational nature, which lead to degrees of the Council for National Academic Awards. (C.N.A.A. established 1964)

EDUCATION FOR LIBRARIANSHIP

In recent years many changes in the method of preparation have taken place and the process of change is still continuing.

Prior to 1964 the vast majority of students prepared by part time methods to take the centrally set and controlled examinations of the British Library Association.

Most students now take full time courses at library schools.

Courses and course lengths now differ depending on the School attended and qualification sought. A list of schools with courses and course length is appended.

Also, until very recently, the vast majority of students entered schools of librarianship after leaving grammar school, i.e. at age 18 or 19, and attended a 2-year full time course in Librarianship leading to the Library Association examinations. After successfully completing these exams and then serving a further 2-years in an approved library the student is eligible for election to the register of chartered librarians and to the letters A. L. A. (Associate of the Library Association)

Some of the better students might then submit a proposal for a fellowship thesis. If the proposal were accepted,3 or 4 years is allowed for the necessary research and preparation and successful candidates would then be elected to be Fellows of the Library Association. (F.L.A.)

This pattern is changing and "first degrees" (baccalaureate) may now be taken at three Universities: Loughborough, (England), Strathclyde, (Scotland), and at the University of Wales, Aberystwyth; and five Polytechnics.

Postgraduate diplomas and higher degrees (by course and/or thesis) are also being offered.

A mature entry scheme, primarily intended for well qualified graduates, wishing to qualify as Associates of the Library Association was accepted by the profession in 1969.

The professional accolade in Britain, regardless of method of preparation or course or examinations completed, is still likely to be the award of an A.L.A. The highest professional qualification is the Fellowship (F.L.A.) With this in mind Universities and Polytechnics offering courses leading to degrees or other qualifications in librarianship, very sensibly strive to reach standards which gain acceptance and the "accreditation" of the Library Association, and through this to gain the respect of the profession at large.

EDUCATION FOR LIBRARIANSHIP IN UNITED KINGDOM (Britain) APPENDIX 1

COURSES AVAILABLE IN LIBRARY SCHOOLS 1970

	A.L.A.	C.N.A.A. DEGREE	P.G. A.L.A.	UNIVERSITY DEGREE	UNIV. P.G. DIPLOMA	MASTERS AND HIGHER DEGREE
ABERDEEN	*		*			
ABERYSTWYTH	*		*	*	*	*
BELFAST					*	*
BIRMINGHAM	*	*	*			
BRIGHTON	*					
LEEDS	*	*	*			
LIVERPOOL	*		*			
LONDON						
CITY UNIV.						*
EALING	*		*			
N.W. POLY.	*	*	*			
UNIV. COLLEGE					*	*
LOUGHBOROUGH	*		*	*		?
MANCHESTER	*	*	*			
NEWCASTLE	*	*	*			
SHEFFIELD						*
STRATHCLYDE	*			*	*	*

EDUCATION FOR LIBRARIANSHIP IN THE UNITED KINGDOM (BRITAIN)

APPENDIX 2

LENGTH OF COURSES AT PRESENT AVAILABLE

	TERMS	YEARS
A.L.A.	6 or 7	2 2⅓
DEGREE		3 or 4
P.G. A.L.A.	3 or 4	1- 1+
P.G. UNIV. DIPLOMA	3	1-
MASTERS COURSE		1
MASTERS AND HIGHER DEGREES BY THESIS		1 to 3
F.L.A. BY THESIS		3 to 4
MATURE REGISTRATION		c3

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3. HOGG, F.N.	Library Education and Research in Librarianship in Great Britain. Libri, 19: no. 3, 1969, 191-203.
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Institute on
"INTERNATIONAL LIBRARY MANPOWER:
Education and Placement in North America"
Detroit - June 26-27, 1970

Education for Librarianship-URUGUAY

Fact Sheet prepared by Carmen Rovira

Population	2,818,000	Capital:	Montevideo

Educational Structure

Primary education, 6 years; secondary education, 4 years of general studies common to all, plus 2 years of "preparatory courses" to begin training students for a particular university career, e.g., law, medicine, engineering, etc.

Higher education. Only one university in the country, the University of the Republic, with 10 Faculties (Agronomy, Architecture, Economics and Administration, Law and Social Science, Humanities and Sciences, Engineering, Medicine, Odontology, Chemistry and Pharmacy, Veterinary Medicine), and 4 Schools depending directly from the University Council (Librarianship and Related Sciences, Social Service, National Conservatory of Music, National School of Fine Arts). The lenght of study varies from 3 to 6 years at the Faculties, and 3 to 4 years at the Schools. All the Faculties grant professional degrees except for Humanities and Sciences, which grants a "Licenciatura"

Education for Librarianship

The only library school in the country was created in 1943 under the name of School of Library Techniques by the Uruguayan Engineers' Association. In 1945 it was incorporated to the University of the Republic, as part of its Faculty of Economics and Administration, with a 2-year curriculum. In 1964 the curriculum was extended to 3 years, the School ceased to be a part of the Faculty and was named University School of Library Techniques (Bibliotecnia). In 1967, reflecting the changes in course contents, the school was renamed University School of Librarianship and Related Sciences. Entrance requirements are completion of the full secondary cycle (6 years) or a teacher's diploma, or "Licenciatura" from Humanities and Sciences. Graduation requirements include a research paper and comprehensive examinations. Degree granted: Librarian.

Brief Comparison with other Professions

It is difficult to set standards for comparison with other professions. In the hierarchy of university professions librarianship stands at the second level. The same can be said with regard to salaries. It has a prestige higher than the teachers. Compared with other new university professions (nursing, social work) it would seem that librarians have a social status slightly above them. (Resumed from some comments on the subject written by the Library School in 1962, for a survey made by the Library School at Medellin, Colombia)

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Institute on
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Education for Librarianship-VENEZUELA

Fact Sheet prepared by Carmen Rovira

Population	9,686,000	Capital:	Caracas

Educational Structure

Primary education, 6 years. Secondary education divided into 2 cycles: a common, basic cycle of 3 years, and a second cycle of 2 years for those preparing to enter the university, with specialization either in sciences or the humanities.

Higher education. The country has 5 national universities and 2 private universities. They are coordinated through a National Council of Universities, but each university is autonomous. The largest and most important is the Central University of Venezuela, in Caracas. It has 11 Faculties, and each is divided into Schools, Institutes, and Sections.

Education for Librarianship

The School of Librarianship and Archives was created in 1948 as part of the Faculty of Humanities and Education at the Central University of Venezuela. The School offers the degrees of "Licenciado" in Library Science or in Archives Management after four years of study. The first two years are common to both specialties, but in the third and fourth year the subject matter is different. A secondary school diploma of Bachelor in Sciences or Humanities is required for admission. This curriculum has been in existence since 1962; the School began with a two-year course of studies, later expanded to three years, and up to 1962 completion of only the basic cycle of secondary education (3 years) was required for admission. The degrees then awarded were Techinician in Librarianship or Archives. The School is contemplating the organization of graduate studies in librarianship and archives within the next few years.

The University of Zulia, in Maracaibo, has for the last few years offered courses in library science to a short number of students, mainly for its own library staff.

Brief Comparison with other Professions

The status of the education for librarianship in Venezuela seems to be better established than in many other countries, and there seems to be no doubt about its being a university profession, but on a lower level than the traditional professions such as law, medicine, engineering, etc.

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Institute on
"INTERNATIONAL LIBRARY MANPOWER:
Education and Placement in North America"
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Education for Librarianship-VIET NAM
Fact Sheet prepared by Martha Boaz

Educational Structure

Some general statistics for illiteracy in Viet Nam, according to the 1966 Information Please Almanac are estimated to be 35.5 per cent. "Only 5 per cent of the students in South Viet Nam attended secondary schools. A shortage of qualified teachers and facilities deprive children of the chance to receive an education" says Vernon R. Alden, President of Ohio University in Pacific Stars and Stripes, Sat. Nov. 12, 1966.

Higher education in Viet Nam has two major failings. The first is that the proportion of graduates in all professional fields is far too low for the country's needs, especially in the fields of science and technology; the second is that the quality of academic achievement leaves much to be desired. The colleges offer instruction of very uneven quality. A large number of them are crowded and inadequately staffed by teachers who have had little opportunity or incentive to carry on personal study or research.

In the present limited financial framework, it is impossible to build all of the colleges and universities which the country needs. Perhaps the best institutions should be selected, upgraded, helped to build up their facilities. Libraries in all of them need to be expanded and improved.

Gaps and Weaknesses in Libraries and Education in Viet Nam

1. The quality of education is low and the provision of library facilities entirely inadequate.
2. Librarians and teachers are ill prepared for their work. Many of the primary teachers have no training. There is no school which trains librarians.
3. Many university departments are mere skeletons.

4. The physical surroundings are uncomfortable.
5. Equipment is almost totally lacking. Such facilities of staff and equipment as exist are not well used.
6. Teachers and librarians are poorly paid and have to eke out their scanty earnings by additional work.
7. Teachers and librarians have little opportunity to build up professional competence or to develop professional pride.
8. There are no real professional associations to which they may belong, through which they might share the professional skills and concerns of their colleagues.
9. There are almost no institutes, refresher courses, or other opportunities for the librarian to renew or increase his knowledge.
10. The educational patterns are rigid and old-fashioned; there is a serious shortage of text books.
11. There are few supplementary books or other materials, hence the heavy dependence on rote learning and memorization and little use of books and other library materials.
12. No provision exists for research in education.

Strengths

The fine spirit of the librarians, their eagerness to learn and their dedication to their work.

Some General Observations on the Libraries in Viet Nam (Based on visits to libraries in Saigon, Dalat, Nhatrang in November 1966)

Types of Libraries:

Public: There are two public libraries in South Viet Nam: 1) The one library in Saigon which could be classified as public, in that it is available to the general public, is the National Library which has a lending section. However, no books may be taken out of the library for home use.

2) The Dalat Public Library has a miscellany of books which are donated by the people of the town of Dalat. There is no budget for the library, but books may be borrowed for home use. 3) The USIS Libraries are under the U. S. Government. The Abraham Lincoln Library is the only library in Viet Nam giving truly professional service.

University: There are three established universities which have libraries: Saigon, Dalat and Hue. Recently two new universities have been established and have set up small libraries. These are the University of Cantho and the Van-Hanh University (the latter is a Buddhist institution). Saigon University has various colleges which have separate libraries at different locations in the city. These include: the Faculty of Letters, the Faculty of Pharmacy, the Faculty of Pedagogy, the Faculty of Law, and Faculty of Medicine. In the interest of economy and efficiency, it would seem that a large central library would be better for the entire university than the small, inefficient, separately operated institutions which now exist.

Public School: There are no elementary school libraries: there is only one high school library and it is not organized for service. Most of the libraries are under the general jurisdiction of the government.

Budget

In general, the libraries do not have budgets. Books are donated by the U. S. government, the Asia Foundation, and the British Council.

Education of Librarians:

There are only five librarians in Viet Nam who have had any professional library education. Four of these have been educated in the United States and one in France.

A General Plan for Libraries, in Three Phases

The following are suggested stages for the development of libraries in South Viet Nam:

The Preparatory Phase

A. The preconditions for success should be established, such as:

1. Gathering and diagnosing the minimum necessary facts about the current situation.
2. Clarifying the basic policies and directions which must provide the framework for the plan.
3. Making satisfactory organizational and administrative arrangements for executing the plan.

Phase II

A. It should be possible to establish courses, some of them of a specialized nature, in library science, at the University of Saigon. The ultimate objective of this program is to create a general in-service training facility for librarians, giving them the opportunity to attend some form of refresher course each year. By this means it is hoped that librarians will become increasingly a part of one professional body which is deeply concerned in the maintenance of its standards and the improvement of its techniques.

B. A corps of graduate students should be sent to the United States to a library school accredited by the American Library Association. (The U. S. has the best developed schools, system of libraries and library education in the world).

C. A corps of Teachers from the United States should be invited to establish a Library School in Viet Nam, probably as a professional school under the auspices of Saigon University. After a period of three to five years Saigon University could have a Vietnamese faculty to staff the school.

Phase III

A. Several extension centers could be established and enlarged to a point at which librarians would be able to attend a course of at least three months' duration not less than once every three years and preferably in two successive years. In addition, librarians should be encouraged to find ways of improving their own qualifications, and any professional improvements should be rewarded by salary increments.

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Detroit - June 26-27, 1970

Education for Librarianship
French Speaking West Africa
Fact Sheet prepared by Mrs. Dorothy Obi

Country & Capital	Area (Square Miles)	Estimated Population
Cameroun (Yaounde)	193,681	5,493,000
Dahomey (Porto Novo)	44,685	2,530,000
Guinea (Conadary)	98,865	3,702,000
Ivory Coast (Abidjan)	127,520	4,010,000
Mali (Bamako)	465,050	4,787,000
Mauritania (Nouakchott)	491,300	1,100,000
Niger (Niamey)	459,180	3,643,000
Senegal (Dakar)	76,084	3,800,000
Togo (Lome)	22,002	1,760,000
Upper Volta (Ouagadougou)	113,100	5,155,000

Primary and Secondary Education

Based upon the French system with French the language of instruction and cycles of study and final certificates patterned after metropolitan France. Now characterized by Africanization of programs and teaching staff with thoughtful efforts to adapt French system to local traditions and needs. Education is not compulsory at any level with the exception of Togo where primary education is compulsory in principal.

In general the system comprises pre-school education (ages 3-5), primary education (ages 6-11) for which the Certificat d'etudes primaires élémentaires (C.E.P.E.) is awarded after the final examination, and secondary education. Two types of secondary school are available--the Lycée which offers a 7-year program leading to the Baccalauréat and the College d'enseignement général which offers two types of course: the enseignement long, which enables a student to continue after the Brevet (4 years) in another school towards a Baccalauréat, and the enseignement court, leading only to the Brevet. The Baccalauréat generally qualifies a student for admission to a university; the Brevet d'etudes du premier cycle (B.E.P.C.) qualifies in some cases for preparatory certificate courses within the university setting for which an entrance examination is also required.

Advanced Education

The region contains four universities--the Federal University of the Cameroun Yaoundé; the University of Abidjan, Ivory Coast, the University of Dakar, Senegal, and the Institut d'enseignement superior du Bénin of which the school of arts and letters is at Lome (Togo) and that of sciences at Porto Novo (Dahomey). There is one library school in the region-- l'Ecole de Bibliothécaires, Archivistes et Documentalistes, Université de Dakar.

Education for Librarianship

The library school serving French West Africa was created 28 March 1962, as the Centre Regional de Formation de Bibliothecaires, Dakar. By agreement signed between Unesco and the Government of the Republic of Senegal this Centre was established to train librarians from all French-speaking African countries south of the Sahara. Unesco provided (in addition to an expert, some books and equipment) a fellowship to train the future director of the Centre and fellowships for students during the period 1963-67 based on estimates of needed librarians supplied to it by the Governments of French-speaking tropical Africa.

The first intake of students was in November 1963. It was composed of 20 students from 11 countries. Between November 1963 and June 1967 when the Unesco fellowship program ended the Centre held four 8-month courses which were attended by 83 participants from the following 18 countries: Burundi, Cameroon, Central African Republic, Chad, Congo (Brazzaville), Democratic Republic of the Congo, Dahomey, Gabon, Guinea, Ivory Coast, Madagascar, Mali, Mauritania, Niger, Rwanda, Togo, Senegal, and Upper Volta. Of these 76 remained for two years in the course.

The qualification for entry is the French Baccalauréat or its equivalent. It was not, however, possible to adhere strictly to these standards during the early years. In order to offer opportunity to librarians or documentalists already in employment who did not satisfy the library school entire requirements, Senegal introduced a special entrance examination. The educational background of the students has steadily risen.

On 1st July 1967 the Regional Center was transformed by decree of the Council of Ministers, Republic of Senegal, into l'Ecole de Bibliothécaires, Archivistes et Documentalistes, University of Dakar, and was given the status of a university institute. In 1969 the school moved into a building on the new campus of the University of Dakar.

On May 20th, 1969, two further decrees (nos. 69.618 and 69.619) fixed the new regulations and curriculum. The lenght of the course of studies was extended to two years composed of 212 hours of librarianship and 118 hours of general culture in the first year and 335 hours of librarianship only in the second year. In addition the student is required to do practical work of not less than one month's duration in a library during the second year.

Students are required to take both written and oral examinations. Successful candidates are awared a diploma, "Diplome d'aptitude aux fonctions de bibliothécaire" which may be awarded at a pass, credit or honors level.

The director of the School is M. Amadou Bousso, of Senegal.

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"INTERNATIONAL LIBRARY MANPOWER:
Education and Placement in North America"
Detroit - June 26-27, 1970

Education for Librarianship - YEMEN (Incomplete)

BACKGROUND INFORMATION

1.	Population	5,000,000
2.	Compulsory Education	- - -
3.	Duration	- -
4.	Entrance Age	6
5.	School Enrollment Ratios	
	Unadjusted School Enrollment Ratios:	
	A. First Level	5
	B. Second Level	0.4
	C. First and Second Levels	4
	Adjusted School Enrollment Ratios:	
	First and Second Levels	5
6.	Education at Third Level	
	A. Teaching Staff	- -
	B. Students	- -
	C. Number of students per 100,000 inhabitants	- -
7.	Libraries	
	A. National	- -
	B. University	- -
	C. School	- -
	D. Special	- -
	E. Public	- -

UNESCO Statistical Yearbook 1968. Paris, 1969